

Getting down to business: Olga Wojtas reports on Scotland's Graduate Enterprise Scheme which helps students to set up their own SMALL BUSINESSES (page 10)

Looking into the SUN: Eric Priest describes the remarkable developments that have been made in solar physics which has now become one of the most exciting branches of astrophysics (page 13)

SPYS and SEX: John Morris discusses the links between homosexuality, literary innovation and espionage between the wars (page 16)

David Holbrook accuses Sir Keith Joseph and Sir Peter Swinnerton-Dyer of ignoring educational values in the "great debate" about the future of the universities which they have encouraged the UGC to promote (page 15)



John Gooch reviews the second volume of John Erickson's magisterial study of Russia's war with Germany which he suggests will be "the authoritative work on Stalin's war for many years to come" (page 16)

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A great or a non-debate?

The University Grants Committee's "great debate" about the future of the universities has not really taken off yet, although less than two months remain before its final deadline. Of course submissions are now being drafted in every university registry and over the next eight weeks the UGC will be flooded with the views of Uncle Tom Cobbleigh and all. But in the majority of cases these views will not be the product of any serious debate. Most will be reiterations of already well known positions. If this is a fair and accurate prediction, what we will then witness is likely to be a bureaucratic rather than an intellectual debate.

This will not surprise people like David Holbrook (page 12) who argue that the "great debate" is an entirely phillistine exercise, that far from provoking universities into asking fundamental questions about their present and future role it is a purely mechanistic operation guided only by the imprecise and deferential ideology of the what-the-Government-thinks-is-best-is-best variety. But even if this is true it is hardly fair to blame the UGC. After all why should the committee have a more elevated view of the universities' mission than the universities themselves? It is not the UGC's fault that its "great debate" is a very pygmy affair compared to the high Victorian debate about the nature of the university which had as protagonists Newman, Arnold and Huxley. We do not live in a time when such a debate is possible.

It is important to exonerate the UGC from blame for these shortcomings, not out of deferential politeness but because labelling the committee as a convenient scapegoat may obscure the real reasons for the absence of effective debate about the future of the universities. It is just too easy to blame the UGC for everything, to imply that "they" are a bunch of phillistines dying to roll over and be licked by Sir Keith Joseph while "we" are eager to engage in a fundamental debate about the intellectual, social and even moral values that should be expressed through the university of the twenty-first century.

The truth is that no one is eager to engage in such a debate. They very idea is unfamiliar and uncongenial. Disciplinary and professional specialization has decisively shifted the territory of the modern university away from the broader educational and intellectual considerations that must be an important ingredient in any debate about its future which tries to be both wide-ranging and fundamental. So in an important sense the language which a debate like the UGC's has to use is either unavailable, because it died with the Arnolds and Huxleys, or stigmatized as naive and amateur, because it has been superseded by an apparently more sophisticated organization of intellectual life. As a result higher education policy itself has become entirely divorced from public culture. Instead it has become a closed world littered with impenetrable acronyms, ruled by managerial values, and inhibited by academic bureaucrats.

It has become difficult to talk about the basic purposes of the university in a way that is both intelligible and respectable. Either these are described in terms of stereotyped incantation that emphasizes the claims of critical humanism or the superiority of scientific knowledge as if both were virtuous beyond question and both were adequately and authentically expressed through the practices of universities today. Or higher education, ever more incestuously linked with the prevailing social and economic order, sees its future entirely in the context of a myopic utilitarianism.

Both ways the result is a lack of conviction, a lack moreover that is far more decisive in its discouragement of internal debate than its effect on higher education's external reputation. If the purposes of the university are to be regarded as self-evidently understood "time out of mind", or alternatively are to be defined in terms of immediate political expediency, the room for fundamental debate is limited. This may help to explain why the whole UGC exercise seems in a suggestive but powerful sense second hand. It is almost as if the most important bits had been left out. There are means and ends but no beginnings or problems in this "great debate". These it seems have been preselected. So the reaction of the universities is likely to pass through two stages. The first will be to treat the 28 questions as if they were a minifield (which some of them certainly are). Part of the reason may be a genuine difficulty in coming to terms with such unfamiliar debates. But part of the reason is that on the UGC's hidden agenda, for the questions themselves do comprise an agenda that in turn express certain presumptions about universities. It is naive to suppose that lower unit costs, privatization, earmarked research money, a three-tier university system and changes in the structure of the academic profession would not have fundamental and foreseeable consequences for the shape of the universities. The contents of none of the UGC's questions can sensibly be regarded as value free.

It is the source of these shadowy values that gives cause for concern. Under its previous chairman, Sir Edward Parkes, the prejudices of the UGC were fairly clear. They may never have been developed into explicit "criteria", but the assumptions on which they rested were well understood. Universities were encouraged to resist an uncontrollable erosion of unit costs; the quality of their student intake was given great weight; and their research records were regarded as important symptoms of their academic success. These, and other preoccupations reflected a set of indigenous values that were well understood and probably widely shared in the universities.

The trouble today is that no one is quite sure about the context in which Sir Peter Swinnerton-Dyer, Sir Edward's successor, is setting his new debate. The rather conservative consensus on which the UGC previously relied has apparently been abandoned. In its place there is a volatile eclecticism. The more cynical suspect this will be disciplined by the political authority of the Government's prejudices and priorities rather than refined by the intellectual authority that might come from a genuine "great debate" about the purposes of the university at the end of the twentieth century.

But the second stage may be very different - although it is hardly likely to be reached by March 31. As the debate proceeds, more and more people may come to recognize and even regret that the idea of a university in 1984 has become a vacuum from which those values that sustain a liberal intellectual culture have been effectively expelled. Behind the brittle shell of excellence defined in terms of high level grades and research reputations there is a chaos of disciplinary and professional particularities. That vacuum could all too simply be filled by the crudely instrumental and amoral values of Mrs Thatcher's Britain. So the redefinition by the universities of their fundamental intentions in a much tougher and more explicit way may be an essential element in their defence against present attacks. The fightback could start here. But the same redefinition could also be a creative enterprise, a rediscovery of the links between university, culture, and society, that would be remembered long after Sir Keith Joseph had been forgotten.

The great MSC robbery

Both arguments are disingenuous. The Government knows that under its proposals the MSC would become the market leader in further education. Indeed it is presumably because ministers believe that the MSC has the capacity to become such a leader that they have decided to do this. Local authorities know that they have already willingly become large-scale contractors to the MSC through their colleges. In any case this wider war for territory between the Department of Education and Science and local authorities should not divert attention from a rigorous examination of the Government's plans. Here there are two areas of concern. The first is whether it is sensible to spread the MSC's approach to training which is a mixture of a comprehensive framework and ad hoc details, more widely in further education. What works well for young people who lack basic skills may work less well in craft and technician education. Yet the dynamism of the MSC will now be the powerful support of the Government. It will lead to a rapid loss of the responsibility of local authorities for the training of young people who lack basic skills. The second concern is simply whether the MSC can run that fast. Some people would already argue that the commission is expanding its empire at the fastest feasible rate. To try to expand still more rapidly may lead to a dangerous overload. It already has formidable problems to overcome; making its area manpower tougher checks on quality are probably the most urgent and the most serious. These problems will be exacerbated by the formidable new responsibilities which the Government wants to give the MSC in further education. Additional worry must be the growth of negative attitudes among local authorities which will be expected to maintain most of further education's infrastructure but will be denied a fair share of the creative action.

At the best the case made in the White Paper for this radical rearrangement of responsibilities for further education is not proven. Not only will the White Paper open up yet another front in the war between educational local authorities, which is servile to the Government, but it will also damage the long-term prospects for the MSC. The commission may be being asked to do more than it is capable of.

Laurie Taylor



Hello. Department office. Can I help you?

Hello. Hello. Is that you, Maureen? I'm sorry, this is a very poor line. I can only just hear you. Maureen, it's me. Who's that?

It's me, Maureen. Doctor Piercemuller! How are you?

Maureen, thank goodness I've got through to you. I thought the lines might be down. Can you still hear me? Just about, Doctor Piercemuller, although you sound a long way away.

Listen, Maureen, let me give you this message at once in case we get cut off and can't be reconnected. Right you are.

All Hell Has Broken Loose out here. What's that.

Practically ONE INCH of snow has fallen in the last half-hour. Really?

Oh yes. And Drifting Badly. Almost impossible already to get the front door open.

Oh. The car's virtually MAROONED in the carport. Can you still hear me? Yes, yes.

And we've got Black Ice stretching right down the driveway. Absolutely Treacherous. You're getting faint again, Doctor Piercemuller.

Worst in Living Memory. No doubt about it. Really?

Complete White-Out. And more Blizzards On The Way. Oh.

So, quite honestly, Maureen, there's absolutely no chance that I'll be able to get in today. Right you are, Doctor Piercemuller.

So, if you could possibly pop a note on my door apologizing to my three first-year groups and saying something about using their time constructively by reading the next chapter. Certainly, Doctor Piercemuller. I'll do that right away.

Bless you, Maureen. Just one other little thing. What's that.

I'm rather expecting a royalty cheque from the Open University. Any sign of that in the post? Yes, I've got it here. It came this morning. £58.25.

Jolly good. I've been waiting for that for some time. Well, I'll drop it in for you on my way home, shall I?

Would you, Maureen? Thanks awfully. Ciao for now. Ciao, Doctor Piercemuller.

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CNAA draws up criteria checklist

by Karen Gold

A criteria checklist has been drawn up by the Council for National Academic Awards for discussion among its members, in order to establish facts from which quality ranking of polytechnic and college departments can be made. The checklist has been produced by CNAA officers for consideration by the council's town planning board, which was at the centre of fierce controversy last year when it provided the National Advisory Body with quality rankings of town planning departments.

Similar discussions on how to establish criteria for quality judgments are being held in other CNAA boards and a special working party on the subject is due to consult institutions shortly. But the town planning board has been asked to provide advice on quality judgments because it was the first CNAA board to face the problem, and because the NAB committee has already said it will look at town planning again this year.

The discussion paper, which will be considered by board members at their next meeting in two weeks, sets out seven areas in which the quality of departments' performance could be judged. They are:

The scholarly and professional activity, the general subject authority and the intellectual authority of the staff as demonstrated *inter alia*, by particular research and subject strengths, research, income and contribution to the professional dimension of the planning profession through consultancy, short courses etc.

The structure and content of the course, its coherence and progression, the level of the intellectual demands made of students, its success in meeting its stated aims; The currency of its content, and its relevance to good professional practice; The quality of the student and the academic performance of students, as measured by examination, course work and projects and as monitored by external examiners.

The level of academic, technician and other non-academic staff support, of resource provision and of facilities provided for the course; The ability of the institution to monitor, critically evaluate and maintain the standards of the course, including the quality of its teaching and its management of the staff; The potential for future development in the category, the paper asks.

Engineering body wants cash now

by Jon Turney
Science Correspondent

The Engineering Council is stepping up its pressure on the University Grants Committee and the National Advisory Body to speed up transfer of cash to engineering courses. The council has held talks in the last week with both bodies to ask how they intend to pay for the enhanced and extended degree courses outlined in last year's council policy statement. The result of these talks may well pre-empt the conclusion of the UGC's "great debate" on the future of higher education.

The council's response to the UGC debate on the 1990s is that this is too long to wait to see radical changes in engineering education within the next three or four years. Increasing the quality of courses is as important as raising the number of students, implying a two-fold shift of resources, it says.

The greatest problems are on the UGC side, where the council has set a target of 20 per cent of engineering undergraduates on four-year degree courses. Although it has no power to force through such changes, its proposals have been endorsed by the Secretary of State for Education, Sir Keith

Joseph. But the Department of Education and Science has instructed the UGC that improvement of engineering degree courses must be achieved without extra money.

The question of earmarking inevitably arises, but both sides are seeking a formula which will have the effect of earmarking without encouraging other interest groups to seek the same treatment. In talks earlier this year with the Committee of Vice-Chancellors and Principals, Engineering Council members were told earmarking a substantial proportion of recurrent grant funds over the long term would be unacceptable to the universities. The CVCP also said that if engineering numbers were to be boosted on a fixed budget, each extra engineer would mean two arts students without places.

Dr Kenneth Miller, the Engineering Council's director-general, is well aware of the UGC's problems, as a former member of the committee, but both sides know the council would hope for support from the DES on earmarking if the UGC failed to deliver. The interim solution is likely to be provision of special "pump-priming" funds for selected engineering courses, chosen on criteria to be laid down by the Engineering Council. These would include appointment of lecturers with industrial experience and provision of advanced facilities on enhanced courses.

The council intends to issue statements on accreditation and funding of such courses at the end of the month to raise the tempo of the debate.

The pump-priming solution is similar to the arrangements made to start the so-called "Dainton" courses, four-year engineering degrees with a significant management element in selected universities. The special Dainton funds have now come to an end, but all the courses are continuing.

On the NAB side, the problem is smaller, as the Engineering Council target for extended courses only covers 10 per cent of public sector engineering undergraduates. The NAB has already approved 11 extended courses, and a further two due to be approved this year will bring the total to 6 per cent of engineering students. However, the NAB has not given any undertaking to fund enhancement of three-year courses.

This would mean raising the weighting factor which fixes cash allocated for each engineering student - currently set at 1.8 times the national cost of a humanities student. The council has put it to the NAB that engineering needs more resources per student - a view backed by the Committee of Heads of Engineering in Polytechnics. But any action here will depend on the next round in the NAB planning exercise.

Mason calls for research inquiry

The present structure of the research council system makes it unfit to move into the 1990s, Sir Ronald Mason, author of the recent report on the effects of departmental research commission told a seminar this week.

He said a systematic inquiry into the structure of the five research councils should be undertaken immediately to adapt Britain's research institutions to the needs of the next decade. Currently they did not match the changing growth areas of science.

Sir Ronald told a science policy seminar at Imperial College, London, that his recent work for the Advisory Board for the Research Council had made it clear a wide inquiry was long overdue.

He indicated that he had not made this explicit in his earlier report as it was outside his immediate terms of reference. But there was clearly great overlap now between some councils. For example, present arrangements meant we had no idea of the overall shape of the national effort in biological sciences.

Sir Ronald was most critical of the Natural Environment and Agriculture and Food Research Councils, as in his report. The report on commissioned research refers to a number of institutes with a clear need for "re-orientation, amalgamation, privatisation or transfer to an appropriate government department". This week, Sir Ronald reinforced this, saying many establishments should be out in the market bidding for funds.

The audience of research administrators and academics appeared to share Sir Ronald's views.

Survey dismisses college fears on YTS cuts

by Patricia Santinelli

Colleges will not be drastically affected by planned cutbacks in local authority run Youth Training Scheme provision, because most of their trainees come from employer-based courses, a new survey reveals.

The survey conducted by Mr Clive Seale, a researcher at Garnett College, shows that contrary to fears expressed by local authorities and colleges, cuts in Mode B2 (local authority run schemes) will have little impact on the colleges, as 75 per cent of their trainees are on Mode A (employer based) courses. Mode B2 trainees represent only 13.3 per cent of the total and Mode B1 1 per cent.

Mr Seale does point out that Mode B courses will continue to be needed because they serve special needs. Such provision requires a larger amount of staff time but brings in more Manpower Services Commission funds, he adds.

He sent questionnaires to 466 colleges during October and November 1983, and elicited a 65 per cent response. He now plans a more detailed survey of some 200 institutions.

The survey also shows for the first time in what types of institutions YTS provision is concentrated. The majority is in the 20 general subject colleges, followed by a large proportion in the 32 agricultural colleges, but only 20 of the 69 colleges specializing in other subjects such as art in YTS courses.

There is no significant correlation between the rate of unemployment in the local area and the level of college involvement.

Nearly half of the colleges involved in YTS have some part in organizing or managing an agency beyond simply providing courses. Some 31 of the 249 colleges were managing agents themselves, a further 19 had been delegated by some other body, and another 21 had a key involvement in an agency. The most popular subjects for YTS college work are Craft Design including a lot of construction work, with 14 per cent of the trainees, followed by clerical and administrative office work. It reveals hardly any trainees on technical and scientific subjects, - some 1 per cent.

Changes move Oxbridge further into line

Two separate decisions this week added to the succession of moves to bring Oxbridge into line with other universities.

At Oxford the congregation voted in favour of dividing second class honours into an upper and lower division, while at Cambridge, Emmanuel became the first college in either university to abolish the special entrance examination and rely on A level to select undergraduates.

Emmanuel's announcement will put pressure on the other Cambridge colleges to follow suit, since representatives from all 20 main undergraduate colleges were already meeting next week to discuss the future of the

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Emmanuel's announcement will put pressure on the other Cambridge colleges to follow suit, since representatives from all 20 main undergraduate colleges were already meeting next week to discuss the future of the

university's admissions procedures. The meeting was arranged last term to gauge reaction to Oxford's decision to abolish the entrance examination because it was thought to place candidates from state schools at a disadvantage.

Dr Alan Baker, senior tutor of Emmanuel, will now go to the meeting eager to persuade other colleges to follow Emmanuel's approach and there are signs that perhaps half a dozen other colleges are interested.

Emmanuel's decision is seen as entirely in keeping with the college's own preference for conditional offers - choosing students on A levels, interviews, and school reports - which it pioneered in Cambridge in the late 1960s. By last year, more than 60 per cent of Emmanuel's intake came through pre-offer A level conditional offers. Yet surprisingly 42 per cent of its intake still came from independent schools, 48 per cent from maintained schools and 10 per cent from overseas and further education.

The Oxford resolution now goes to a postal vote by more than 2,000 of the university's academic and administrative staff. Oxford is the only British university where the second class honours degree is not split into two divisions.

The text of the general resolution was that the university would in principle support the division of the second class in all honours schools into an upper and lower division. It was passed by 20 votes to 10.

The date for the full postal vote has yet to be decided but if the outcome is as decisive as the vote in congregation, the university's council and general board is likely to enact the proposal by the end of this academic year. It would probably come into effect by 1985/6. The controversial proposal was moved by the board of the faculty of biological and agricultural sciences. According to the chairman of the board, Professor Peter Armitage, the main argument in favour of the proposal is that of administrative facility.

Letters to the editor

Spreading the value of sandwich courses

Sir, - I suspect that Owen Surridge's piece on sandwich courses (*THE TIMES*, January 27) lacks balance, playing down the strong support for sandwich courses through much of the meeting, and emphasizing the provocations of Jason Tarsh. This is merely the regrettable tradition of sensational journalism. Nonetheless, his remarks do deserve an answer.

"Why are only a few universities interested?" he asks. What is a few? There are 12 universities in membership of the Universities Committee on Integrated Sandwich Courses, including the nine ex-colleges of advanced technology which as the main spring of the system to date run about 200 courses even in these days of University Grants Committee cuts. Other universities bring the total to 17 (*Compendium of University Entrance Requirements*, 1983/84) or 27 (*ASET Journal*, 1983). Sandwich degree courses in the UK have expanded as quickly as their equivalents in the US without any of the pump-priming grants to academic institutions which have been common and substantial in America.

And what is the basis of his extraordinary assertion that there has been friction at the university-industry interface? How much has there been, considering that thousands of academics and thousands of employers have been meeting frequently for over

25 years? Is he so naive that he expects no friction in all that?

"Why the more work-oriented courses?" Sandwich courses began in the UK (as cooperative education did in the US and elsewhere) because the traditional undergraduate courses proved inadequate for the proper education and training of engineers and technologists; they were lacking in applicable knowledge and practical "feel" and often settled slowly or badly into industrial careers. HM Government therefore decided that courses must include at least one year of professional training, away from college.

Mr Tarsh may wonder why HM Government did not ask Oxbridge, say, to develop this new system. They did not; they sensibly turned to institutions which had worked closely for decades with productive industry and had understanding of what was required. Institutions, too, where course initiation and development stood some chance of weighing in the balance along with research publications in leading promotion. Institutions, that is to say, where the soil would be (and has been) fertile.

Integration, in the sense of drawing teaching institution and employer organization ever closer together, is a difficult task, but not impossible. Some engineering courses gear together university education and in-

dustrial training in a highly organized and detailed way. This is easier to achieve in engineering (with its long-formalized training tradition, which has become embodied in the policies of the Engineering Industry Training Board and the Engineering Council) than in other subjects. But beneficial effects on academic studies, from industrial training, also occur when students go out into real jobs rather than organized training programmes.

The present writer in 1975 received replies from 124 colleagues in 12 academic departments to a brief questionnaire of "open answer" type about sandwich and non-sandwich students. None had been educated by the sandwich method, so none was in a position of praising his or her own education. The most striking thing about the replies was the frequency of comments about the positive influence of the industrial training periods on the students' attitudes and capabilities in subsequent academic studies. The extra-mural experience was clearly seen as a valuable educational (as well as training) ingredient, and the sandwich students were judged to be more alert, open-minded, mature, questioning, and involved.

Every sandwich course tutor also has abundant evidence of the excellent work done by many students for their employers. This is the value of interpenetrating industrial training between

periods of academic study.

LESLIE DAVIES
Chairman,
Universities Committee on Integrated Sandwich Courses.

Sir, - In your report of a conference on sandwich education, held by the Education for Industrial Society, (*THE TIMES* January 27), you quote Jason Tarsh of the Department of Employment as asking: "Why are only a few universities and the polytechnics interested in (sandwich education)?"

We would like to point out that 22 out of 46 universities run sandwich degree courses, accounting for 42 per cent (275) of all university and polytechnic courses of this type and level. Furthermore, as at 1980/81, there were 18,233 students on sandwich courses in universities, representing 30 per cent of the total university and polytechnic sandwich course population.

Since Mr Tarsh believes that sandwich courses "seem to be run by second-class institutions", does he include the 22 universities running sandwich courses in this statement, or was he simply "knocking the polys"?

MIKE KELLY
MICHAEL DORSMAN
Centre for Educational Development and Training,
Manchester Polytechnic.

Engineering resources

Sir, - As engineering professors prepare their responses to questions on Committee letter and to the consultative document of the Engineering Council on Standards and Routes to Registration they recognize a dilemma. On the one hand the UGC seeks to assess the implications of constant or declining resources per student in universities as a whole. On the other hand universities themselves are concerned about the cost implications of the Engineering Council proposals for enhanced and extended undergraduate engineering degree courses - with some recognition by the council of the need only for additional resources per student, if, for example, terms are lengthened.

The Engineering Professors' Conference is wholly supportive of the Engineering Council in its role as an "engine of change". Already many of its members are in the process of developing within their universities which are a clear response to the evolving policies of the council. None of these developments is possible, however, without increased loading on academic staff, both in the short term as degree schemes are being replanned and in the longer term as teaching methods are changed to achieve a greater integration of theoretical, practical and design and other project work.

Universities and the UGC should convey to the Government the urgency of the need for at least a reversal of the trend of declining resources per student for engineering without this having to be achieved by a further compensating reduction in resources available in other subject areas.

G. D. S. MACLENNAN,
Chairman,
Engineering Professors' Conference,
Department of engineering,
University of Leicester.

Local funding

Sir, - Karen Gold's article on local authority levels of support for local advanced further education institutions provided valuable background information and made interesting reading (*THE TIMES*, February 3). However, since Bolton Metropolitan Borough Council is identified as the authority which appears to be cutting the most (by over £2m), I think some comment and clarification is necessary. Certainly any implication that Bolton is being unsupportive of Bolton Institute of Higher Education or that it has reneged on its National Advisory Body position would be totally untrue.

Form 1 in the NAB returns was set to identify the level of top up the local authority would provide if the total pool allocation to the Institute was cut by 10 per cent. I have no doubt that Bolton Metropolitan Council would have honoured its commitment if such a disaster had hit this institute! In fact of course, our pool allocation was not reduced but actually increased by some 18 per cent over the previous year's position. In such a context the Institute's academic board and governing body recommended that the authority should reduce its top up to £35,000. This level of support will not lead to any form of redundancy or reduction in planned expenditure on our agreed programmes of work.

Over the years the council has been extremely supportive of the BIHE and in earlier years when the pool calculations worked adversely against the very low cost Institute, supported it with a top up which for example in 1982/83 was well over £1m. The more equitable calculation of pool allocation following the development of the role of the NAB has simply allowed the authority to move back to a more reasonable level of support it had temporarily provided in earlier years. The percentage of top up from this local authority remains a highly "respectable" 10 per cent.

JOHN MCKENZIE,
Principal,
Bolton Institute of Higher Education.

Good managers

Sir, - In four months time, as a result of my research interest, I shall be going abroad to contribute to a workshop on the management of mainstream academic departments in universities. Hence this letter.

As far as I know at present, Strathclyde is the only British university which organizes a regular annual seminar for new heads of departments. I would be pleased to hear of any other university which has such an event on a regular basis or which presents its new heads of department with something on paper that could be described as guidelines for their new role.

P. PETER WASSILL,
General Manager,
Bathurst University.

of percentages of "politically" applications submitted by schools for places on degree courses. Similarly, to what extent universities, polytechnics and colleges feel that heads of schools should insist that persons of applicants rather than allow UGC forms to be submitted irrespective of the potential of the candidates.

May I thank admissions tutors for their cooperation in forwarding information.

BRIAN HEAP,
Careers Master,
Hastings Grammar School,
Preston.

Letters for publication should arrive by Tuesday evening. They should be as brief as possible. The editor reserves the right to cut or summarise letters.

Right of reply

Sir, - The principal qualities associated with the academic mind are a regard for the truth, in the spirit as well as the letter, and a respect for sources which does not allow a case to be built on misrepresentation by omission and selection when quoting from them. I had also supposed that academics, even when engaged in their more ruthless controversies, take some care not to allow their arguments to be vitiated by the appearance of personal animus. These qualities, however, do not seem to attract Professor Bernard Crick, and his attack (in your issue of January 27) on a recent article of mine in *The Times* is so self-evidently splenetic, personalized and silly that it would not be worth a reply but for one consideration.

This is the false impression he conveys to any of your readers who had not read my article (*The Times*, January 12) that I had attacked state schools, that I had "insulted" teachers in the, and that I had suggested to quote his words "that our independent schools alone defend standards and decency which the comprehensive schools threaten". Nowhere did I make any such suggestion. Nowhere in my article did the word "comprehensive" appear, and the fact that he suggests it did is itself an indication of the quality and integrity of Professor Crick's method of controversy.

My article was directed, not against state schools, but at the Labour Party's commitment (which, surprisingly, Professor Crick says is new to him) to abolish independent fee-paying schools, thus creating a state monopoly. This regard, as both a gross infringement of freedom and poten-

tially dangerous politically. Professor Crick apparently disagrees but instead of addressing my argument he chose to misrepresent it. He did so in particular by taking out of context my reference to the case of a Danish parent who had visited London seeking international support for a campaign to allow parents to withdraw children from classes using textbooks on pornography deliberately designed for schools. (These books included "hard" pornography involving multiple sex with violence.) Professor Crick quoted this reference without any mention of the reason, explained in my article, why the case of the Danish schools is directly relevant to the threat to abolish independent schools here. He thus contrived to suggest that I had gratuitously used pornography as a stick with which to beat the Labour Party.

In my article, I described how three Danish parents had appealed to the European Court of Human Rights for the right to remove their children from such classes, and I gave the grounds on which the judges had turned the case down. Their judgment specifically cited, in justification, the fact that the Danish state "preserves an important expedient for parents, who in the name of their civic or religious, wish to disassociate their children from such classes." It (the Danish state) allows parents either to entrust their children to private schools, which are heavily subsidized, or to educate them at home. These were the judges' words which I quoted and which Professor Crick ignores, thus obscuring the point that the European Court regarded the existence of independent schools as a crucial safety valve.

The conclusion I drew in my article was that the case illustrates the importance of maintaining as a last resort an independent sector which can resist the fashions which can sweep through the public sector not only in terms of moral, and political, indoctrination, but in foolish academic fashion as well." In giving instances of such fashion I paid tribute (ignored by Professor Crick) to the "very many state schools which have also resisted them". Such are Professor Crick's scholarly standards. However, that he gave my conclusion a wholly different significance by omitting the crucial words that I have now italicized above, and by prefacing what remains of my sentence with his word "only". He thus changed the meaning of what I wrote by rendering it: "Only an independent sector... can resist the fashions which can sweep through the public sector, etc."

The personal insults with which the egotistical professor concludes his column are a matter of indifference to me as they would be to anyone who knows him. So are his reasons for announcing to his readers that he wasted his money sending his sons to the same independent school to which I sent mine. (Why, given his political opinions, he did so is of no consequence to anyone else, but presumably he must have hoped at the time to buy them some advantage.)

But since he asserts that I have betrayed the standards of public debate, I can only wonder what he thinks he is doing to academic standards by this kind of meretricious, inaccurate and abusive journalism of which any self-respecting professional journalist would be surely ashamed.

RONALD BUTT,
Associate Editor,
The Times.

Filling places

Sir, - I am at present compiling the 1984/85 edition of *Degree Course Offers* (Careers Consultants, 12 Hill Rise, Richmond, Surrey).

Among the many questionnaires returned by admissions tutors are a number of letters advising me of the problems they face in selecting candidates. One such letter from a medical school suggests that several dozen university central council on admissions forms have been received this year from candidates who were directed to go to DDD grades or less in their A levels. As the writer points out (and I would agree with him), it seems quite pointless for schools to submit such candidates.

Consequently, I would be particularly interested to know from medical schools or any other departments or faculties any appropriate guidelines



Dutch philosopher Baruch Spinoza.

New A level

Sir, - The decision that the Associated Examining Board will go ahead with its A level in philosophy, with the first examinations in 1985, is a small event of potentially great importance for the education of children and students from 5-18 years.

This centre has taken a special interest in the topic and is currently planning a conference for teachers who wish to explore the general question of what may be involved in introducing philosophy into schools and colleges.

We are interested in a number of different questions:

How can the US experience, especially of the Institute for the Advancement of Philosophy with Children, be used in the British setting?

What experience has been gained and what lessons learned in those schools over some years have offered a CSE Mode 3 in philosophy or O level logic?

How will the curriculum be developed to lead for philosophy at A level, in integrating with other subjects such as English, for instance, which is increasing taught by the discussion method?

How can small schools or colleges organize to add philosophy to their curriculum offer?

How have colleges proceeded in planning to offer a compressed, one-year A level course for examining in 1985 and how are interested schools making curriculum development plans for teaching the same course over two years?

May I appeal through your columns for anyone who has a research or teaching interest in this matter to contact me.

ROBERT THORNBURY,
Warden,
Sharnbrook Teachers Centre,
Sharnbrook Road,
London WC1N 3JN.

'Too few trained in sensing'

by Jon Turney
Science Correspondent

Britain may fail to benefit from the profitable new techniques of remote sensing because higher education institutions are not training enough people, the House of Lords Select Committee on Science and Technology concludes in a report published this week.

Remote sensing, described by Royal Society witnesses to the committee as an enabling technology nearly as important as biotechnology, means surveying the earth and using special instruments on satellites or aircraft. The committee estimates that while several hundred people in Britain understand the rudiments of remote sensing, there are probably only 20 or 30 with an adequate overall training.

Although the committee calls for more Government backing for research and development in remote sensing, it is most concerned about the lack of educational provision. "We are very worried about this because it is so striking - there's really very little going on in this field," Lord Shackleton, chairman of the sub-committee which conducted the inquiry, said this week.

The UK has a single specialist MSc course in remote sensing, run jointly between Imperial and University colleges, London, with 15 students in its first year. Mr Geoffrey Pardoe, advisory to the Government's national remote sensing programme board, told the committee this number could be increased 10 times.

The committee estimated there were 800 remote sensing courses in the United States and the report suggests "more training courses in areas of cartography related to the committee's terms of reference are being sponsored in India than in Britain".

The committee fears this will hamper efforts to profit from new uses of remote sensing in oceanography, weather forecasting, crop and resource monitoring and prospecting and in the related area of digital mapping. All these areas will develop rapidly as a new generation of remote sensing satellites are placed in orbit towards the end of the 1980s.

The report blames the lack of a central focus for remote sensing development for the failure to step up training. The Science and Engineering Research and the Natural Environment Research councils come in for

particular criticism, although the committee recognizes they are short of cash. Professor Sir Robert Boyd is quoted pointing out the desire of each of these two councils to get the other to pay for new developments.

Since the report was drafted, the astronomy, space and radio board of the SERC has decided to cut back remote sensing development to a small core programme because of shortage of funds, in the hope that the NERC will take the lead on applications of the new techniques.

The report recommends the Government decision to set up the national remote sensing board, bringing together departments, industry and research councils. But it calls for two further committees to enhance co-ordination in the area: a joint research councils committee for remote sensing and digital mapping; and a remote sensing and digital cartography co-ordination panel chaired and serviced by the Department of Education and Science.

House of Lords Science and Technology Committee, *Remote Sensing and Digital Mapping*, first report session 1983/84, HMSO £7.

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There would also be advantages to the polytechnic in terms of accommodation. Apart from the high proportion of polytechnic buildings, on leases soon to end, the ILEA found much more space in the university for a merger with QMC.

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The report by the planning committee had come down firmly in favour of a merger with QMC.

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Pharmacy closure opposed

by Olga Wojtas
Scottish Correspondent

The Pharmaceutical Society of Great Britain has made a strong protest against the proposed closure of Heriot-Watt University's pharmacy department.

The University Grants Committee decided to axe the Heriot-Watt department following a report from the Pharmaceutical Society suggesting a 10 per cent cut in student intake.

Four university schools - Queen's Belfast, Chelsea College London, Nottingham, and Heriot-Watt, fell below the UGC's minimum intake of 60. But it has proposed that only Heriot-Watt should be axed and the other three have won additional resources or staff.

The Pharmaceutical Society has told the UGC it envisaged a 10 per cent cut in intake across the country. Dr James Chilton, secretary of the Scottish branch of the Pharmaceutical Society, said: "Rather than putting the brakes on, they're through away the engine. No way did we encourage what they want to do, closing a school."

Both Lothian Health Board and the pharmaceutical committee for Edinburgh and the Lothians have warned that local health care will suffer if the school, the oldest in Britain, is axed.

However, Heriot-Watt itself is treating the crisis locally. It is understood staff are being encouraged not to publicize the issue. Heriot-Watt's principal, Dr Tom Johnston, this week issued a bland statement following a meeting with the UGC. It said: "We believe we put forward convincing arguments for the retention of pharmacy teaching at Heriot-Watt university. We gained the impression that these arguments will be seriously considered by the main committee of the UGC."

The UGCs expected to make a final decision by the middle of next month.

continued from front page
how this can be measured. Within other categories, it gives examples of the areas to be considered. In the quality of student intake, it suggests measurement by A level acceptances, by ratio of applications to places and by ratio of resource provision to includes student/staff ratios, academic support staff ratios, and total departmental financial and space allocation.

The longest list of quantifiable measures is for staff quality, and includes publications in journals, books pub-

lished, research and consultancy income, short courses and research students and assistants.

The paper says that the board should also consider how much information could be kept up to date, perhaps by requiring annual reports on all courses, and how institutions can be involved in the process. Most institutions of maturity are in practice well aware of the excellence or otherwise of the courses they offer by reference to national standards.

Partnerships progress, page 4

Mr Peter Brooke, under secretary of state for education, denied this week in the House of Commons that the White Paper was either an attack on local government or a condemnation of further education colleges.

Answering a question from Mr Barry Sheerman, opposition spokesman for employment and training, Mr Brooke said that local education authorities already worked constructively with the Manpower Services Commission. His department enthusiastically supported the White Paper.

But it is likely that local authorities associations whose education committees were meeting this week and later this month will decide on a policy of non-cooperation with the MSC, as a result of the White Paper.

The White Paper *Training for Jobs* was announced jointly by the Department of Education and Science and the

City merger will be recommended to ILEA

by Karen Gold
and Maggie Richards

A merger of City University and City of London Polytechnic will be recommended to members of the Inner London Education Authority by their education officer when they meet to discuss their review of higher education in the capital next month.

A draft of the report by Mr Bill Stubbs says: "There are sound academic justifications, particularly in science and the social sciences for a merger". This is despite City University's academic policy committee's recent conclusion that there were no academic grounds.

Merger, says the paper "would produce a new type of institution... with major strengths in science engineering, business studies, law and social sciences... well placed to take a lead in the development and applications of new technology".

There would be little effect on the university's strong engineering but this would support the polytechnic's metallurgy and science in both institutions could benefit substantially. In business studies the provision would be complementary, while in social studies, which is "much larger and include a wider spread of disciplines than in the university, a merger would produce a strong, broadly-based social science grouping".

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Chelsea hits back at the UGC

Chelsea College, London, has made a hard-hitting response to the University Grants Committee's "strategy" letter, challenged its assumptions and criticized its uncritical acceptance of Government arguments.

Separate papers from the college's senate and council say Chelsea will not be trapped into answering the letter in its own terms, thereby restricting genuine debate.

The senate says that underlying the letter are proposals "to reduce the universities that they will be qualitatively different and very much poorer in standing in the world."

The senate finds it "disturbing" that the UGC accepts the Department of Education and Science figures on projected student demand, knowing they are controversial.

According to the college council there is nothing the UGC letter to say what the objectives of higher education should be, what constitutes excellence, how standards are to be maintained and how accountability is best ensured. At Chelsea there was now nothing left to cut "but our academic standards".

Dr Charles Phelps, principal of Chelsea, has been appointed pro-rector for external development at Imperial College, London with special responsibility for industrial liaison and the promotion of research.

Partnerships progress, page 4

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But it is likely that local authorities associations whose education committees were meeting this week and later this month will decide on a policy of non-cooperation with the MSC, as a result of the White Paper.

The White Paper *Training for Jobs* was announced jointly by the Department of Education and Science and the

Department of Employment last week. Its main intent is to transfer up to £200m for non-advanced further education to the MSC by deducting it from the rate support grant, thus giving the commission control of 25 per cent of all non-advanced further Education.

The Association of County Councils education committee was meeting this week to decide what steps should be taken in resisting the White Paper. An ACC official said that withdrawal of cooperation with the MSC in various places was on the cards both nationally and locally, but care had to be taken to ensure that young people did not suffer.

A meeting of the ACC last week decided unanimously to regard the White Paper as a consultation exercise. The chairman of the ACC, written to both education and employ-

Ministers stand firm on travel

Ministers admit that their plans for a flat rate travel award for students will involve "rough justice" for some but are not prepared to jeopardize the promised administrative savings by modifying its proposals for a flat rate scheme.

The brief two-week consultation period on the alternatives suggested by the Government for implementation in September ends next week but already there has been adverse reaction from Opposition MPs and the National Union of Students At present the Government's plans are restricted to England and Wales.

Students can reclaim spending on travel if it exceeds the £50 already included in their mandatory awards. More than 170,000 of

DON'S DIARY

SUNDAY

In keeping with the times I've bought a word processor. It sits there, much cleverer than I, allowing me to use about 2 per cent of its power. Its first task has been to take on board the seven different reports and inquiries carried out on my place of work in the last year. Without breaking sweat it registers yet another dozen contradictions between the reports.

Late in the evening I am phoned to be told that a member of staff is ill and I have to prepare a booklet for 9.30 tomorrow; the machine achieves it in an hour. I'm convinced now that it can run the department. Can it deal with Her Majesty's Inspectors?

MONDAY

Two lectures on deviancy to community nurses and social workers. The excitement of teaching in practice is still there every time anew. Each group, each year has different experiences; each time they critically appraise the ideas in alternative ways.

Four Norwegian students come to see me to discuss anti-racism in social work education. They get a clearer understanding of just how very difficult it is to get any distance at all. We have changed the social base of our student intake, but have only approached the edges of moving the curriculum. The black students' anger says much more to them than I can.

In the afternoon I spend three hours with the local authority inspector discussing our approach to education. The levels of accountability of a London polytechnic are many and varied. The authority still represents a level which is helpfully critical both in pedagogy and policy.

TUESDAY

Up at 8am to picket for the Inner London Education Authority. A fearfully cold day made much warmer by the kids (and my own) enjoyment of seeing their headmasters in anoraks and action. The breadth of the march gives us all some hope. It does appear that London's education is important to more than teachers, lecturers and advisers. But then I suppose Londoners have been used to fighting for democratic accountability through their action.

I return home to the word processor to reconstruct my response to a small threat to a bit of London's education - social science at the Polytechnic of North London. It may not be very large but it does matter for those Londoners who do want an opportunity for professional qualifications.

WEDNESDAY

Two staff come to see me to discuss their possible departures. It's really sad for us, but exciting to realize that both of them will continue to make an expanded contribution to practice education elsewhere. Then a meeting to construct a collective response to an acquisition. Providing evidence has become a simple second nature to us all. We all learn to speak up under cross-examination so that we can be heard at the back of the public gallery. Though I have heard that some of our inquiries are anxious about the loudness of our voice. But then again, accountability and openness manage to go both ways.

In the afternoon to a London-wide meeting to discuss placements in social work education. A real difficulty with colleagues in the field experiencing such pressure on resources, but without their placement and help we cannot teach.

THURSDAY

With the first-year degree group to continue our study skills programme. Learning computer skills with them has proved useful in many ways. It is after all true that teachers can find learning difficult. It is after all true that some students are better at some things than some staff. The tutorial group has gained a lot of confidence in four months. I'm sure a trained A level student could sniff out those with good grades from the others, but very few higher education social science teachers either could nor would bother.

The Norwegians return with a range of questions. If there are 147 languages spoken in IEA schools, how do we help both as educators and social workers? Good point. We depend upon bilingual five-year-olds I suppose.

Then, by chance to a staff seminar on the various theories behind the IEA's multi-racial policy followed by our evening MA course. Good structured staff it can help to survive in education by studying it.

FRIDAY

(Three mentions in *The Times* editorial!) Early morning meeting with the departmental research team analysing computer education for those who are afraid of VDUs. A very smile from the research fellow leads me to believe I have become a part of his successful sample.

Then on to chair the advisory panel for our Trades Union Studies Unit. The trades unions we are working with seem quite pleased to provide both access and support for the research and teaching. We do seem to have the possibility of unlocking some real relationship between them and academic resources. Again, another barrier between higher education and the outside world crumbles a little bit.

In the afternoon the faculty board discuss our response to latest inquiries. The other departments prove really helpful and supporting. Working alongside us they can see the effect of the process that Bernard Crick has called "the polytechnic that is already experiencing 1984". They consequently help us out of an increasing sense of injustice.

Again, thank goodness, academic colleagues have the courage to fight hard for rationality. It looks almost certain that, with a little help from our friends we will get through.

SATURDAY

I give a speech with some of "our friends" to the National Union of Students special education conference. An excellent discussion on the need for an open democratic relationship between higher education and society. The present system of accountability does seem to detract from any clear democratic relationship.

It's good to hear students and academics who, in rejecting the present, byzantine mess, are not simply hankering after isolation. Of course there are many things that are the current intellectual concerns of academics of course. It's necessary for democratic control to cut across these corners; but achieving this as the whole of local democracy itself is being demolished is going to be hard. In the evening, dinner is spent discussing with editors the way in which we can open and reduce their resources. Quite rightly they point out a dozen blockages in our admission system that their students have experienced in getting through to us. The door is a little way open; it feels like great forces are still trying desperately to close it again. But given this week, lots and lots of different people are holding both the door and concomitantly as open.

Paul Corrigan

The author is head of the department of applied social studies at the Polytechnic of North London.

Natfhe leaders get backing

by David Jobbins

Leaders of the college lecturers' union achieved backing from the weekend's special conference for their carefully balanced salary claim for 1984, although few votes were swayed by the rhetoric.

The vote was closer than some members of the executive of the National Association of Teachers in Further and Higher Education would have liked. But the demand for a flat rate claim was all but defeated before delegates to the special conference assembled in London.

Almost all the 14 regions and affiliated bodies had decided which way they would vote in advance, so the wide-ranging interests represented in the union were unlikely to affect the outcome.

In the end the executive emerged intact with their percentage increase for all members and automatic transfer for lecturers at the top of the lowest salary grade to the lecturer 2 scale.

While predictions for the vote for a

flat rate alternative proved accurate, the vote against was significantly underestimated. Voting was 212 for and 179 against, with many of the national council members representing affiliated organizations voting with the executive. It was this factor which had been largely left out of account.

Calling for a flat rate rather than a percentage claim, Mr Mike Cushman from inner London dismissed the view that it would be exploited by the Natfhe's rival in advanced further education, the Association of Polytechnic Teachers.

"We must not let the APT write our claim by proxy," he said. An extra £30 a week would safeguard the living standards of every Natfhe member up to the director of the largest polytechnic. Half that would protect people up to principle lecturer and most departmental heads.

But for the executive Mr Ken Thomas argued that the move would unbalance the claim. Mr Peter Dawson, the general secretary, said it would weaken the unity needed to resist the wedge being driven between

further and higher education and strengthen the union's enemies.

There was an even clearer majority against the compromise "Ex plus" formula, regarded by most but not all the flat rate regions as a fallback. This was rejected by 244 votes to 160 after the north-west region, one of the rate supporters, decided not to back it.

Ex-president Mr Chris Minto argued the formula had been used last year by the management to stop the union pushing other points of its claim including the automatic transfer. Last year's negotiations had turned into a "stupid Dutch auction" over the size of the £x factor.

Delegates also decided against stipulating a claim of at least 10 per cent. They backed the executive's strategy of leaving negotiations for a bettered for part-timers to a separate claim at the national joint council on conditions of service later this month.

But delegates voted by 191 to 172a

consult fully with the union's membership before proceeding with the salary claim if the L1/L2 transfer needs a dead end.

CNAA is ready to matchmake

by Karen Gold

Polytechnics and colleges wanting partnerships in validation should start wooing the Council for National Academic Awards now. The CNAA announced this week that with the successful completion of its partnership in validation scheme with Newcastle Polytechnic, a second round of partnerships will begin later this year.

Institutions will probably be asked to offer themselves in September, CNAA assistant chief officer Dr Alan Matterson. But those interested are expected to identify themselves informally before then. Fewer than five institutions are expected to be successful.

According to Dr Matterson, another two models of partnership might be considered apart from that tried out with Newcastle, where polytechnic and CNAA validation processes took place side by side instead of in succession.

Out of 70 courses at the polytechnic, 25 had been successfully validated in this way since the experiment began in 1981, and the experimental stage was now over, according to Newcastle's deputy director, Professor John Clark. A CNAA working party, set up last December, when the council decided the two-year Newcastle experiment had worked and should be extended, will decide the suits and also the type of relationship.

In future, all courses at the polytechnic would be validated in this way unless either partner decided on an exception, he said. Newcastle wanted to make its experience of the experiment available to other institutions, because it was convinced of its value, he said.

Qualified success...

The majority of newly qualified teachers from colleges and institutes of higher education in 1983 were successful in obtaining teaching posts or other employment, according to the results of a survey issued this week.

The survey conducted by the Standing Conference of Principals and Directors of Colleges and Institutes of Higher Education indicates that by October 1983, 70 per cent of 6,000 college leavers who qualified both through the PGCE and BED in July had obtained teaching posts in this country. A further 7 per cent had secured other types of jobs.

Moreover, the rate of success in obtaining teaching posts was almost even for all types of qualifications. For graduates with a PGCE, honours and ordinary graduates it was 69 per cent; for those with a PGCE alone it was 68 per cent.

According to Dr John Clark, vice-chancellor of Newcastle Polytechnic, one of the main aims of the survey, which was carried out by the Standing Conference, was to ensure that the Department of Health's working party



Hatching an idea: The Royal Veterinary College, London, needs to raise nearly £200,000 to construct an aviary for the breeding and study of endangered birds. Cedric Price, who worked with Lord Snowdon to design the world-famous aviary at London Zoo, has drawn up plans (above) for an enormous bird-house.

Staff shortages hamper prison education unit

by Maggie Richards

A report on the education service at Leeds Prison has praised the work of adult educators, but says the service is hampered by enormous problems of funding and human resources.

The report, by HM Inspectors, cites the example of new purpose-built education centre within the prison which is chronically under used, while prisoners are taught in converted cells.

Teachers of art classes are compelled to carry buckets of water down a stairway to their classes in the main prison building. The inspectors point out the Prison Rules require that every prisoner able to profit from educational facilities should be encouraged to do so.

Priorities at Leeds, however, are determined by an additional clause referring to "such treatment and training as may be possible within the resources available".

The report highlights the prison's most severe problems: overcrowding, shortage of prison officers and the constant movement of prisoners held on a short-term basis.

Shortage of staff made it impossible to provide the necessary escort and supervisory prison personnel for the

new education centre. "This most useful and expensive resource, not dissimilar in size and facilities to a small primary school, is used for teaching and learning purposes for only four evening sessions each week from a total of 15 potential morning, afternoon and evening sessions," says the report.

The report contrasts facilities at the new centre with current classes for young prisoners in converted cells housing eight students and a teacher.

"There is a blackboard, two power sockets but no water or sink. The table around which the young prisoners sit is pitted and scarred to a degree which makes writing and drawing impossible without an additional cover. This basic furniture completely fills the area so that no movement is possible."

The report suggests further liaison with outside educational agencies and notes the links that already exist with a range of colleges, polytechnics and universities. It praises the "dedicated and committed" teaching staff.

Report by HM Inspectors on the Education Department, HM Prison, Leeds. Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ.

Fowler advised to cut medical intake

A Government committee on medical student numbers has endorsed the British Medical Association's view that the annual intake into UK medical schools should be reduced to the 1979 level. This will mean a cut in current admissions of at least 200 a year.

The BMA estimates that if present trends continue, over 300,000 a year will be trained, compared with 200,000 in 1979. The committee, set up by the Department of Health's working party

on medical manpower put this projection to the group based on figures prepared last year by Dr David Holt, chairman of the BMA consultants committee.

The committee's recommendation to reduce the number of medical students is now before the Social Services Secretary, Mr Norman Fowler. If it is approved, the Health and Education Departments and the University Grants Committee will have to

work out a way to consider a precise pattern of reduction.

Concern over hours

by David Jobbins

Union leaders are alarmed by a proliferation of attempts by local authorities to increase the hours lecturers spend teaching.

Although they are not yet faced with serious disputes such as those with Manchester and Croydon - when authorities tried to impose longer class contact hours by dismissing lecturers and offering new contracts - there are a sufficient number of current or pending cases to cause concern.

The National Association of Teachers in Further and Higher Education said this week it had no intention of negotiating a worsening of conditions of service for its members who it regards as safeguarded by a national agreement on conditions of service.

The most immediate problem is in West Sussex, where the authority wants to increase teaching hours by an hour to bring them up to the maximum permitted under the national agreement. It says that under a local agreement, principals have the discretion to arrange teaching time up to the maximum but that a practice has arisen of permitting staff to teach one hour a week less. Natfhe argues that this is now established by custom and practice and should not be removed.

Natfhe's executive decides this weekend whether to agree to take the issue to the National Joint Council for Conditions of Service for adjudication. The authority has already made its submission, arguing that the extra hours would permit the employment of 10 extra staff, allowing an expansion of educational opportunities and improved staff development.

Meanwhile in Wales, lecturers in Gwent have been asked to consider the possibility of teaching an extra hour, again bringing them up to the maximum permitted, in an effort to make savings of more than £460,000. It was being emphasized by union officials that there was no attempt at coercion, and that the possibility of finding alternative economies might emerge from discussions this week with members of the education authority.

Potentially the most serious confrontation, in Dudley, West Midlands, where the authority took its lead from a report from Price Waterhouse which concluded that efficiency could be increased by raising contact hours, seems to be receding following a decision to ask college principals to seek alternative savings.

Mr Jim Munnelly, Natfhe's assistant secretary for salaries gave a general warning to authorities who might consider the "aggressive abuse of power" of dismissing staff.

HMIs 'shouldn't need invite'

Her Majesty's Inspectors should be able to visit university departments of education by right and publish reports of their inspections, the Socialist Educational Association said this week.

The SEA argues in its response to the Government's draft circular on teacher training that the inspectors should not have to wait for an invitation.

As a result of a concordat agreed with the Department of Education and Science in the 1960s university departments of education, unlike public sector institutions, are exempt from inspections and no reports of visits are ever published.

The draft circular published by the DES at the end of last year recommended setting up a Council for the Accreditation of Teacher Education, which would rely on HMI reports. It also wanted new criteria for teacher training courses.

The SEA warns that the council might become another quango. It argued that it should have some elected representatives and is concerned about the lack of comment about its relationship with the Council for National Academic Awards and the University Grants Committee.

This view was shared by the Association of Metropolitan Authorities. Although it likes the idea of a tripartite council, it does not agree that it



Scientists at Surrey University this week showed off their second satellite and claimed a record in building and testing it in only five months. Speed was essential because NASA offered a free launch for UOSAT-B if they received it this month.

Adult education fees rise again

Fees for adult education courses continued to rise during 1983, according to figures just published.

In its annual survey of fees charged for non-examination courses, the National Institute for Adult Continuing Education reports an average increase of 5 per cent. Increases in fees levied on examination courses ranged between 3 and 12 per cent.

The institute canvassed 104 education authorities in England and Wales and received replies from 98. While fees increased, few education authorities offered discount incentives for courses lasting more than one term, though 63 per cent allowed payment per term or in instalments. Full payment in advance for longer courses was demanded by 28 authorities.

The use of credit card facilities increased last year. Sixteen education authorities used credit card schemes in 1983, compared to eight authorities in the previous year.

Reduced fees for pensioners on non-examination courses were allowed by 78 per cent of authorities. Eight per cent waived fees. Fees were also waived by 31 per cent of authorities for unemployed people on non-examination courses. Jobless adults taking examination courses paid no fee in 40 per cent of authorities.

In the field of adult basic education no fees were levied by 55 per cent of authorities. A further 31 per cent demanded a minimal charge for this type of course.

Too many rejects for UCCA chief

by Ngaio Crequer

Too many candidates are being rejected for university because there are not enough places, even though they are well qualified, Dr Harry Kay, the chairman of the Universities Central Council on Admissions said this week.

In the forward to the UCCA annual report Dr Kay describes the "unusual and unhappy picture" of university admissions last year, because of the effect of the July 1981 cuts in Government spending.

In the two years since then, he writes, there has been an increasing number of home candidates, but the number accepted has decreased by about 5,000, more seriously between 1982 and 1983 than in the preceding year.

The number of women applicants has also risen "considerably" over the last two years, by more than 6,000, but again the number of acceptances has fallen.

Mr Kay writes: "While university selectors were pleased to be able to choose candidates with such good qualifications, the increasing emphasis that has to be placed upon examination

grades is to be regretted, especially when it is borne in mind that the school-leaving examinations were not designed for purposes of university selection and that fine shades of difference between grades are having to carry more significance than was intended when the grading system was designed.

"All this can be summarized by saying that selectors are being forced to discriminate between applicants where too many are well qualified but have to be rejected only on the grounds that there are no university places for them."

Dr Kay also says that public awareness of the increasing competition for university entry is making applicants and schools nervous, and they have been applying earlier.

But, he warns, by the time applications have closed only about 5 or 6 per cent of the total number of places have been committed.

The Universities Central Council on Admissions, Twenty-first Report, 1982/83. Available from them at P.O. Box 28, Cheltenham, Glos GL50 1HY. £1.50.

NO QUESTIONS ASKED

Higher education gives staff and students the freedom to study their chosen subject. Plus the freedom to enjoy the many work and leisure facilities available at colleges, polytechnics and universities. No one wants undue restrictions placed upon this freedom but the problem still remains of how to prevent unauthorised outsiders from taking advantage of what's on offer.

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UGC asked to aid women returners

by Jon Turney
Science Correspondent

The University Grants Committee is considering an extension to the "new blood" scheme to offer more openings for women scientists and engineers.

The extended scheme has been put to the UGC chairman Sir Peter Swinerton-Dyer by Professor Daphne Jackson of Surrey University, president of the Women's Engineering Society.

She proposes a collaboration between the UGC and the research councils to provide special posts for women returning to academic life after taking a break from their careers to start a family. The scheme would cater for women "returners" by offering two or three year, part-time posts - mainly for research, but with some updating to cover changes in technical disciplines during the returners' absence.

The UK Department of Employment has indicated that such a plan could be considered for partial funding through the European Social Fund, and Professor Jackson has offered to help set up a pilot scheme.

In her letter to Sir Peter, Professor Jackson suggests that the new blood

scheme in its present form is disadvantageous to women candidates as shown by the award of only 8 per cent of new blood and information technology posts to women last year. She believes this is because the age stipulations now incorporated in the scheme exclude women who have temporarily left academic life in their late 20s to have children.

"I would like to stress that I welcome the prospect of new blood posts in universities. I am simply suggesting an extension of the scheme which would improve prospects for women scientists and engineers," she said. The Women's Engineering Society has also written to Sir Peter in reply to the UGC letter on a strategy for higher education. The society argues that the UGC's suggested projections of student numbers are meaningless as far as women are concerned.

They say it is very unlikely that parity in male and female participation in technological higher education will have been approached by the early 1990s, and that the UGC strategy should aim to redress the balance. This could be done by boosting conversion courses for women with arts A levels and for mature women with minimal qualifications, as well as part-time post-experience courses.

System must 'capture the public mood'

by David Jobbins

A call for action to rebuild a "social consensus" around higher education came this week from Mr Clement Freud, the Liberal Party's education spokesman.

The MP for Cambridgeshire North East warned that without action from universities and colleges now their already weak public support would be further undermined.

"A bold expansive system of higher education is needed, a system which so strongly gains their support that it will prove invulnerable to attack," he said.

The pattern of access to higher education had to be broadened by finding ways of bringing in women, people from poor families, mature students and ethnic minorities, all of whom were badly represented.

Speaking at Imperial College, London, he called for pre-entry courses to give people a second chance to gain the qualifications they needed for access to higher education.

More modular courses should be provided to allow people to switch between work and education regularly throughout their lives, updating old skills and obtaining new ones. "This will become ever more important as the face of the British economy and British society changes," he said.

He predicted shorter and more flexible hours of work with more people working from home. While such changes had a great liberating potential they presented a "stern challenge" to higher education.

It would have to provide tuition not only in utilitarian subjects but in subjects people would want to use in their expanded leisure time.

"It is absolutely vital that institutions start acting along these lines now, for if they do not they will surely undermine public support for a system already feeling badly in need of friends," Mr Freud said.



On Monday the Open University's late-night programmes include the first in a 12-part series made to accompany course A361, Shakespeare. In this Monday's programme on *Henry VI*, director John Russell Brown discusses with Timothy West and Michael Thomas ways of illuminating the relationship between Falstaff and Hal. Above, Professor Russell Brown talks with Peter Jeffrey, who appears as a cardigan-and-crown-cad King.

BMA in lecturing dispute

A dispute over lecturing rates between Trent Polytechnic and the British Medical Association has implications for other colleges where general practitioners and other doctors act as visiting lecturers.

The BMA says the polytechnic should pay a fee of £19 an hour, agreed with the Department of Health and Social Security, to doctors who lecture on its environmental health and paramedical courses.

Trent is not prepared to increase its present rate of £15 which is already about £3 an hour more than the Burnham part time rate. Doctors in Nottingham have been advised by the BMA not to work for less than £19 but further talks are planned.

The polytechnic has already taken advice from the Association of County Councils and the Burnham further education committee secretariat. Its assistant director for administration, Mr Colin Rolfe, said: "We are paying part time sessional lecturers who happen to be doctors the Burnham rate. We believe this accords with national policy."

Only a small number of doctors are involved at Trent, some of them only giving one or two lectures a year, but the implications for polytechnics where BMA members teach more frequently could be serious. Trent emphasized that its doctors were not lecturing on medicine but in the area of more general education.

Centre aims to defend scholarship

by Felicity Jones

A centre which sets out to "deflect the assault on higher education" and expand the teaching of historical scholarship was launched last week at Ruskin College, Oxford.

Its manifesto says that the status and purpose of history, as of other liberal studies, is being jeopardized by the cuts in higher education both in economic and ideological terms.

The virtual block on recruitment means that young historians have few job prospects while early retirements have reduced the places for scholars overall and a "subliminal war of attrition" threatens to turn education into a commodity.

So far the response to this threat has been defensive, says the History Workshop Centre for Social History, which proposes to use the attack on

universities to expand history's links with other disciplines.

Its four broad aims are to expand the agenda of historical research, encourage part-time historians, organize day and weekend courses, and establish a network to overcome the current isolation of individuals.

The special interest which the centre will take in women's history was reflected at the launch in the lecture by

Professor Olwen Hufton of Reading University. She said that the majority of history undergraduates were female but the topics studied, apart from "a nod in the direction of how women got the vote", ignored their history. Existing history was linked too much to the family. "The unmarried mother has had the most ink spent on her but nothing on the spinsters or widows who can make up 40 per cent of the female population."

The centre's other special interests will be labour, local and oral history branching into earlier periods as well as music and the visual arts.

Raphael Samuel editor of *History Workshop Journal* talked about the notion of the so-called "ethical neutrality" of the professional historian which had its roots in Victorian England.

History got through to the schoolroom in the name of good citizenship but it was much more complex than that. The new centre could harness popular nostalgia to "prepare to meet the new beast which is slouching towards us".

Mr Michael Meuchler, Shadow spokesman on health, addressed the centre's first workshop on the past, present and future of the National Health Service, and called for an "alternative vision" of health care that embraced prevention and an attack on conditions that bring ill health.



Not such a private concern

Two weeks ago in this column Bob McLean, the chairman of the National Union of Students Scotland, took the opportunity of reiterating his union's general support for the Scottish Education Department's action plan for 16-18-year-olds. He also pointed out several areas of concern which the students have about the development.

From the cynical viewpoint there is no doubt the action plan, launched in January last year, can be seen as reflecting the determination of the Scottish Education Department to reestablish its position of control over the educational provision for this age group against the intrusive threat of the Manpower Services Commission.

More important, the plan can claim to be a visionary document offering the possibility of completely reforming the early stages of non-advanced further education. Its proposals, properly translated into practice alongside the Youth Training Scheme, offer a real chance of getting the education/training package right.

Fixed structure courses are to be replaced by a wide ranging "menu" of 40-hour modules, with students in schools and colleges free to negotiate curricula appropriate to their needs and past attainments. Clearly there will be timetable and resource constraints on the degrees of freedom enjoyed by individual students in the selection of modules but education authorities throughout Scotland are engaged in the mammoth planning exercise.

Central to the approach of the action plan is a calculated shift of emphasis away from external assessment to internal assessment based on criterion referencing and using profile writing.

Standards are to be safeguarded by moderation procedures operating both locally and nationally. At national level these will be the responsibility of the new Scottish Vocational Education Council.

The most recent document from the Scottish Education Department draws attention to the emphasis being given to internal assessment and to the importance of the processes of formative and summative assessment. It stresses the critical importance of the professional role of the teacher or lecturer.

No one would question that - who else other than experienced teachers or lecturers is capable of operating internal assessment procedures effectively? Astonishingly the Scottish Education Department's answer appears to be that almost anyone can. For, bowing to Government dictates that the interests of private enterprise are to be promoted at all times, the department has indicated that the action plan modules are to be available to private training agencies.

The modules and associated teaching materials are being developed by using the resources and expertise of the public education service with the cost falling exclusively on the public purse. It is had enough that they should then be made available to private agencies whose principal goal is profit making.

It is indefensible that, by ignoring its own arguments about the importance of professional expertise in making internal assessments, the department should adopt a policy which undermines the quality of the new provision and threatens its very credibility.

Graham Alison

The author is general secretary of the Scottish Further Education Association.

Call to teach history, not 'propaganda'

by Paul Flather

The kind of history taught in our schools should not be the smug and self-satisfied variety involving top people, battles and wars, but should cover the history of popular resistance to tyranny. Mr Christopher Hill, former master of Balliol College, Oxford, urged.

Mr Hill was taking issue with a call last year by Sir Keith Joseph, secretary of state for education and Lord Hugh Thomas, who he described as Mrs Thatcher's tame historian, for a "more national" history curriculum. Mr Hill said that when they made this call they were quite clearly thinking of it as an "instrument of propaganda" and they wanted to "inculcate their kind of patriotism into schools". "It'll be top people's

history, it'll be battles and wars, it'll be of course Victorian values, it'll be keeping women and the working class in their place, it'll be smug and self-satisfied."

He was speaking at the launch of the new centre.

Mr Hill, a Marxist historian who has written extensively on the English Civil War, went on to list a series of events which he said showed how much England had to be ashamed of in its history - including its share in the slave trade, the plunder of India and Africa - and the Elgin marbles - the opium trade forced on China, the brutal conquest and suppression of Ireland, and the attempt to suppress the American revolution for independence.

But he emphasized there was a

great deal to be proud of in England's history, the great tradition of literature with its theme of freedom, great popular achievements built by labourers from the railways and shipyards to the National Health Service, and the ability to form organizations to get things done - from the nonconformist churches to the trade unions and even the Greenham women.

"It's an insult that the people who are destroying our industries and our health services should talk about patriotism. They don't know what the word means," he said.

He urged the new centre to take as its task to discover and popularize the truth about "the real achievements of the English people of which we ought to be proud".

Industrial scheme is criticized

by Jon Turney
Science Correspondent

One of the Science and Engineering Research Council's largest schemes for promoting academic industrial collaboration has had little effect on the pattern of research.

A report prepared for the SERC by the Technical Change Centre finds that the council's specially promoted programmes in engineering research have not influenced academics' research decisions, that the programme coordinators have not been successful in introducing academics to industrial partners, and that the scheme was poorly publicized. The report also finds that one of the main effects of the scheme has been to make it twice as hard to get a grant for research outside the specially designated areas.

The SERC's specially promoted programmes were instituted in 1977 to increase effort in key areas of research falling under the council's engineering board. They cover fields like coal technology, microprocessor fabrication, electroactive polymers and numerically controlled machine tools.

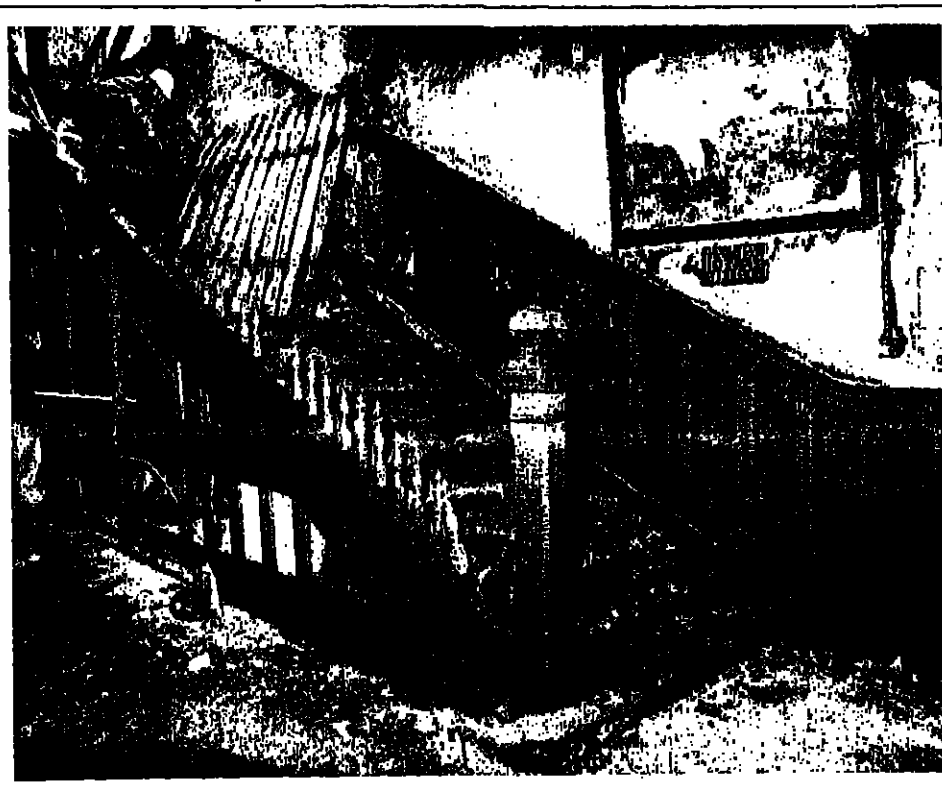
The scheme has grown year by year since 1977, and in 1981-82 programme grants accounted for nearly £10m of the engineering board's £24.4m in research awards to universities and polytechnics.

The sensitivity of the Technical Change Centre's report, commissioned as one of a series of assessments of SERC initiatives, is shown by the council's failure to approve it for publication nine months after it was submitted to the SERC administration in Swindon. The SERC are one of the Technical Change Centre's three main sponsors, and few of the specific criticisms made in the report appear in a summary included in the centre's draft annual report, to be published later this month.

The full research report says there appears to be no clear-cut policy for the specially promoted programmes - individual fields were picked in isolation, and there is no overall view of whether they should be mainly for development of industrial products or focus on long-term problems relevant to industry.

Applications for grants in programme areas remained roughly constant after the scheme was set up, though more were successful, and which came under programme funding were started in ignorance of the scheme.

A year's painstaking restoration work following a serious fire in one of Bristol University's original Victorian buildings comes to fruition today with the reopening of the geography department.



Three authorities face grants claims from overseas students

At least three education authorities face claims by overseas students that their unsuccessful applications for grants made before 1979/80 should be reconsidered.

After the 1982 Scarman judgment on ordinary residence, which opened the door for claims for awards from students previously classified as overseas, the Department of Education and Science advised local authorities that they should only reconsider refusals made before the 1979-80 academic year in "exceptional circumstances".

But Herefordshire now faces an application for judicial review of its refusal to make mandatory awards to overseas students as far back as 1978. It has made clear it is not aware of any exceptional circumstances and is joining forces with two other authorities, Sefton and Hereford and Worcester, to resist the applications.

The Council of Local Education Authorities, which has been made aware of pending applications for judicial review in other areas, fears "serious financial repercussions" for several authorities if the applications are successful.

Local authorities' worst fears of running into danger of being penalized for overspending because of unforeseen liability to award fees to overseas students as a result of the Scarman judgment have not so far been realized, largely because the test case

Fewer students from third world

The Government should do more to encourage students from underdeveloped countries to study in Britain, according to Mr Geoffrey Warnock, vice-chancellor of Oxford University.

Referring to the decline in the number of students from poorer countries going into residence at Oxford University during the current academic year, Mr Warnock said, "I would welcome any proposal to make more money available under the special schemes of awards introduced by Mr Francis Pym last year."

He would prefer to see "a more balanced" distribution among students from the third world and those from wealthier countries.

The latest statistics, produced by the University Students Union, shows that the total number of overseas students admitted to Oxford this year has risen from 581 to 619. But while the numbers from developed, OPEC and new industrialized countries has steadily risen since the introduction of the full cost fee, the number of those admitted from poorer developing countries has declined.

Nineteen of the poorer countries sending students to Oxford three years ago are no longer sending any.

The breakdown also shows that overseas students in Oxford are now coming from a narrower range. In 1982 there were 79 different countries of origin but this figure had dropped to 56 in the current academic year.

Graham Alison

The author is general secretary of the Scottish Further Education Association.

Small boroughs may get extra technical help

by Patricia Santinelli

The Manpower Services Commission is considering help for smaller London boroughs and others which lack resources to support projects under the Technical and Vocational Education Initiative.

When he announced the expansion of the five-year scheme to another 46 local education authorities from September, MSC chairman Mr David Young said he regretted that so few London boroughs had come forward, particularly as the Inner London Education Authority still refused to participate.

Croydon, Richmond and Havering had come forward this time. Enfield was one of the 14 local authorities approved for the first phase of TVEI last year, making only four London boroughs out of 21 participating.

The initiative which was announced in December 1982 by the Prime Minister is designed to give a new blend of technical education for all abilities of 14 to 18-year-olds using school and college facilities. It is expected to cost

some £14m in 1984/85 and £20m in each full year thereafter.

The 46 "winning" authorities were chosen from 68 which submitted proposals, and it is expected that most projects will go ahead in September. Each authority will receive a maximum of £400,000 for each of the five years of the scheme.

TVEI is also being extended to Scotland where applications have been invited by March 5.

The authorities now involved are: Berkshire, Bolton, Buckinghamshire, Bury, Cambridgeshire, Cheshire, Cleveland, Cornwall, Coventry, Croydon, Cumbria, Derbyshire, Dorset, Dorchester, Durham, East Sussex, Essex, Gloucestershire, Gwent, Gwynedd, Hampshire, Hereford, Isle of Wight, Kirkcaldy, Leicestershire, Lincolnshire, Mid-Glamorgan, Newcastle, Norfolk, North Tyneside, Northamptonshire, Northumberland, Powys, Richmond, Shropshire, Solihull, Somerset, South Tyneside, Stockport, Suffolk, Sunderland, Surrey, Tameside, Warwickshire, and West Glamorgan.

PARTY LINE

An incentive for the future

staying in education. Since 1978/79 student grants have been reduced in real terms by 11 per cent. There are real signs of increasing student hardship. The NUS undergraduate survey on income and spending shows that students are spending substantially more on necessities and less on luxuries like alcohol and entertainment.

Students have become increasingly dependent on parental incomes but 47 per cent do not receive the full contribution. In order to make ends meet, let alone generate any spending money for holidays, students need to find vocational work. However, casual holiday work is increasingly scarce. Financially the prospect of spending three or four years at a university or polytechnic is hardly attractive to a school-leaver.

The disincentive to study is exacerbated by the poor state of the graduate job market. The latest *Financial Times* survey of graduate employment at the end of 1982 is not encouraging. It shows that over 16 per cent of all university graduates failed to find jobs. The situation

for some groups was considerably worse. Over 20 per cent of arts graduates and over 25 per cent of some universities' graduates were unemployed. Many graduates are simply having to accept work where they can find it irrespective of whether it bears any relation to their qualification. They can no longer expect three years of poor conditions and financial hardship to result in a well-paid job and secure career.

From the age of 16 there are strong incentives to finish education and start work. A YTS trainee may only get £26 per week. But that's more than A-level students can hope for. Furthermore many YTS trainees are acquiring marketable skills which can help some of them earn adult incomes with the chance of independence and a lifestyle that can be the envy of A-level students.

Potential A-level students are further discouraged from continuing education by the higher education cuts and the cuts in student places. This is particularly harsh as a time when the 18-year-old has grown up to his height. As the Universities Central Council on

Admissions has shown, the result is that higher A-level grades than ever are being demanded of university applicants.

It is crazy to make education so unattractive. We all know that our economic future depends on having a skilled workforce. We cannot complete abroad unless we have the skills to match. Investment in education is the most important investment for the future that we can make. When Conservative politicians talk about restoring incentives they should think about restoring educational incentives as well as those for work and enterprise.

There are three major areas in which the Government can improve educational incentives. First, they should increase the number of student places. It is no good cutting places in line with short-term fiscal expediency or slavishly following demographic trends. The target should be to set student numbers according to what we as a country need. Secondly, education must be made financially less unattractive to students. That means introducing an Educational Maintenance

Allowance for A level students to compensate for the financial attractions of the YTS and leaving education. It also means giving undergraduates a better deal by restoring their real level of grant to 1979 levels. Longer-term student grants should be linked to average pay levels to provide some security and continuity instead of the annual penny-pinching squabble over grants.

And finally, of course, employment prospects for graduates must be restored. That depends on a much stronger economic recovery and the prospects for which are bleak without a change in Government strategy.

On March 13, Nigel Lawson will deliver his Budget speech. Doubtless it will be full of how we are rapidly recovering (hopefully to 1979 employment levels) of how incentives are being restored and of how our prospects are improving. Behind the rhetoric the discontents for the low paid and students will remain as great as ever. The time has come for the Government to accept that study incentives are every bit as important as work incentives. Our future depends on it.

Ian Wrighlesworth

The author is Social Democratic MP for Stockton South.

Polish clampdown fears dispelled

by a Special Correspondent

Fears of a new clampdown on Polish scientists were quelled last week when the prime minister, General Wojciech Jaruzelski, formally received the new president of the Academy of Sciences, Dr Jan Koszowski.

Dr Koszowski's election came after six weeks of uncertainty in the academy, following the news that the outgoing president, Dr Aleksander Gieysztor, would not be standing for reelection.

Dr Gieysztor, a historian, was elected in 1980 at the height of the Solidarity liberation. His refusal to stand for reelection stemmed from pressure from Communist Party officials, who insisted that it would hamper the establishment of closer relations with the science academies of "friendly" nations.

This caused considerable apprehension among Polish academics, many of whom felt that the Party opposition to Dr Gieysztor could herald a Lyssenko-type state repression of science in Poland.

The academy, which elects its president by secret ballot, retaliated by soundly defeating the Party candidate for the presidency, Dr Leonard Sosnowski, a physicist, in the first round.

Dr Sosnowski is rather popular with his academic colleagues. Nevertheless, the fact that he was a Party member worried some who wondered whose interests he would put first in a confrontation between the Party and the academy.

For others, the very fact that a body outside the academy in this case the Party was trying to interfere was enough to make them vote the other way.

Academy statutes say that if after three rounds of elections, no candidate has a clear majority, the government can appoint its own nominee as president. This was one of the clauses which liberal-minded academicians had hoped to have removed during the campaign for a new charter during the Solidarity period.

The new charter is still formally "under consideration", but is unlikely to include any revision of this point, or of the clause which makes the learned secretary of the academy responsible in the first instance, to the prime minister and not to his fellow academicians.

Dr Gieysztor's resignation took effect from January 1. Dr Sosnowski was left in the embarrassing position of having to represent the academy at the international level without being able to explain the lack of continuity between Dr Gieysztor's resignation and the appointment of a successor.

To avoid further trouble for the academy and realizing that he would never be elected on the free vote of the members, Dr Sosnowski declined to stand again. The party made no great effort to impose another candidate.

The second round of elections at the end of January gave an overall majority to Dr Koszowski, an epidemiologist, who has apparently no Party affiliations.

Staff join students in violent demonstrations

by Colin Harding

Efforts by Peru's conservative government to introduce far-reaching reforms into university administration have provoked violent protests in recent weeks in which lecturers, non-teaching staff and students have all joined forces.

The focus of the protests was the Basic Universities Law, finally signed by President Fernando Belaunde in mid-December, after a tortuous passage through both houses of Congress. Both the left-wing and centre-right opposition walked out during the final debates, in which the ruling Popular Action Party's majority in both houses ensured that the measure was passed.

The Government claims that the new law is progressive and revolutionary, guaranteeing academic, administrative and economic autonomy for universities, free higher education for all who want it and student participation in university government.

This view is, however, hotly disputed by the national organizations of Peru's 250,000 students, 14,000 university teachers and administrative workers. Despite opposition by the government during the year-long discussion on the Bill, it has been denounced by the opposition as an assault on the fundamental freedoms of higher education.

In a series of street demonstrations in central Lima and at the University City outside the capital, students alleged that the law "slices away the most elementary student rights, prepares the ground for the elimination of free education and gives privileges to private universities". Administrative workers protested that they had been

excluded from the 36-member elected assemblies which are to be the ruling bodies of all Peruvian universities.

Peru has 25 state universities and a bewildering array of private institutions, which are given greater freedom under the new law to run their own affairs.

The state universities have suffered badly from budget cutbacks, justified by Peru's severe economic crisis, and depend heavily for all outlays on the National Inter-University Council (Conai), an official body which is in turn susceptible to pressures from the monetarist finance minister. The opposition claims that these pressures make a mockery of university autonomy, which has been an established principle in Peruvian universities for most of this century.

Students are also concerned that more exacting academic standards established by the new law will discriminate against poorer students, who often have to work to support their families, as well as themselves.

Conditions in rural areas are particularly difficult, with virtually no scholarships, subsidized accommodation or facilities for study. Reduced-rate transport for students is another permanent bone of contention, often leading to riots when bus lines and/or the government attempt to increase fares.

The government, for its part, has come to regard the state universities as centres of political opposition. The president of the Chamber of Deputies, Señor Dagoberto Llanos, last month accused protesters of attempting to destabilize Peru's democratically-elected government.

Professors strike over arms race

Ninety professors went on a one-day strike at Berlin University in a "symbolic" protest against the deployment of new American missiles in West Germany.

In a joint statement they said they were not willing to "sit and watch" the continuing arms race between east and west.

Their action was a protest against a policy which they said accepted mass unemployment, a dismantling of social benefits and the growing impoverishment of the poorer countries to enforce the "criminal logic" of deterrence.

Tamils abandon a fast solution

D. B. Udalgama on the problems of Sri Lanka's minority students



These Tamil students fasted until armed youths abducted them.

A month into the new academic year, there is no solution in sight to the problem of the "displaced" Tamil undergraduates who left universities in the south of Sri Lanka during last July's violence.

The personal intervention of President J. R. Jayewardene, in his capacity as minister for higher education, ended only in the appointment of a special committee to look into the possibility of finding "desired accommodation wherever possibilities are available". The University Grants Commission has said already that the two northern universities where the students want to go do not have the necessary facilities to accommodate them.

The special committee is headed by the secretary to the ministry of higher education, who is also chairman of the UGC. Dr Stanley Kalpage, together with representatives of the affected undergraduates, among others.

President Jayewardene was met by a deputation of four of the displaced persons and others. They told the president that some of their colleagues were finding it difficult to find accommodation in Colombo, Peradeniya and Moratuwa universities, and reiterated their demand for admission to Jaffna University or Batticaloa University College. They were content to wait until suitable arrangements were made in Jaffna and at Batticaloa.

The deputation was also reported to have told the president that the majority of (non-Tamil) students in the southern universities were willing to take them back but a small group was creating problems. "When this small group is antagonistic towards us, the majority have no say," they were quoted as saying.

In the first week of January, the Tamils who had left the universities in the south started an agitation in Jaffna for admission to the university there or to the Batticaloa in the eastern province described as part of the "traditional" Tamil homeland.

A feature of the protest was a "fast unto death" in Jaffna by some of them pressing their demand, both men and women students joining in. The fast was called off when a group of armed youths "abducted" the fasting students, five men and four women (along with three nurses and a Roman Catholic nun who tended them), a gun-point. The nurses and the nun were released.

The science teachers' association in Jaffna University appealed for a settlement of the impasse. Students were demanding admission to Jaffna or Batticaloa and the University Grants Commission, was saying that facilities in these places were inadequate and could not quickly be provided. Some 16 trade unions not connected with the government party also urged suitable action to satisfy the students.

Foreign exchanges 'are beneficial'

A period at a university in the developed world for every one of its future leaders might be the best form of assistance a developing nation could ask for, according to Jay Henderson, director of the South-East Asia Institute of International Education in Hongkong.

Writing in the *Far Eastern Economic Review*, Mr Henderson said that international education did not contribute to a "brain drain" from developing countries.

On the contrary, studies had shown that most students from developing countries returned home when their foreign studies were completed. Even those who stayed on eventually returned to their home land after a year or two of work after completing their education.

But there has been no news of the students and police were quoted as saying that no formal complaint of the incident had been made to them.

The reason attributed for the "abduction" varies. One version is that it was carried out by a section of the youth "terrorists" in the official parlance who thought that this was not the time for non-violent demonstrations.

They were said to be intent on force feeding the students, two of whom at least were said to be in an unsatisfactory physical condition. On the other hand, another section of youth (a rival faction) is reported to have condemned the abduction.

Although the fast has been called off, the agitation goes on. A *hartal* (usually a closure of schools, shops, suspension of transport, etc either willingly or under duress) demonstrations and poster campaign continue. Symptomatic demonstrations also took place at Batticaloa.

Jaffna University was temporarily closed and examinations postponed when the vice-chancellor and some other officials were besieged by protesting students. The university was due to reopen on January 30.

The science teachers' association in Jaffna University appealed for a settlement of the impasse. Students were demanding admission to Jaffna or Batticaloa and the University Grants Commission, was saying that facilities in these places were inadequate and could not quickly be provided. Some 16 trade unions not connected with the government party also urged suitable action to satisfy the students.

The first conference fixed between President Jayewardene and the protesting students did not take place and the students claimed transport difficulties to travel down to Colombo.

The UGC and university officials in the south had said that most of the students had returned to universities of Peradeniya and Colombo and that there was no reason why the others should fear to return. But scarcely a week later it was reported that Tamil students who had returned to Peradeniya and Colombo had quit again "for mysterious reasons". The students were reported to have received threatening notes but the source of the notes was unclear.

Colleges in Tamil Nadu, India, have offered to help in finding places for the displaced students and 68 have already joined medical colleges there. Mr Amirthalingam, general secretary of the Tamil United Liberation Party, was quoted as saying that it was the result of discussions he had had with the union minister for external affairs and Tamil Nadu's chief minister. He had asked the Tamil Nadu government to provide lectures to first year dental undergraduates from Sri Lanka as well, since they followed a common first-year curriculum.

President Jayewardene is also reported to have agreed that about 17 Sinhalese undergraduates at Batticaloa should be accommodated in the south when the UGC chairman reported that the students were unwilling to stay. It has also transpired that some of the freshers, presumably Tamil, have not yet registered, though the deadline set by the UGC has expired.

Israelis close university

The Israeli military authorities last week closed down the main part of the occupied West Bank's Bir Zeit University for three months, following rioting by students near the campus.

During the rioting near the "old campus", in the centre of the town of Bir Zeit, the students waved a Palestine Liberation Organization flag and blocked a nearby road with rocks and burnt tyres.

The military governor of the Ramallah district, Lt Colonel Maurice Bar-Kochba, summoned acting Bir Zeit university president Dr Gadi Barak to his office and informed him of the closure order. The military reacted by saying that the military order was "completely unjustified" and that the student body had been quiet for some time.

The order affects the old campus where 1,400 of the university's 2,300 students study. The old campus is a sprawling brown stone complex with an internal courtyard. It once served as a high school and contains the university's humanities, social science, commerce and business faculties as well as the main administrative offices and services.

The remaining 900 students study in a new campus some four kilometres to the south of the town of Bir Zeit. The university is expected to try to transfer most of its activities during the coming three months from the old to the new campus.

University of California president, David Gardner, has every reason to look optimistic. A year ago his predecessor, president David Saxon, said the university was at a crossroads, in danger of slipping into the second class ranks.

Fifty-year-old Gardner, who was born in Berkeley, says the nine campus system has been in a condition of incremental erosion for the last decade. He blames this on adverse public opinion as a result of student unrest in the 1960s. He also notes that neither Governor Ronald Reagan or Jerry Brown chose to place the U/C system high on their priority list.

But now all this is changing. "Governor Deukmejian's 1984/85 proposed budget is the most positive and encouraging evidence of state support received by the university in nearly two decades," Gardner says.

The new budget is being proposed within the context of a three year plan. He intends to rebuild University of California's fiscal health and thus maintain its excellence," Gardner says optimistically.

The new budget, which includes \$156m for new buildings, will also help restock the university libraries, and refurbish its laboratories. At the University of California in San Diego, two

Some sunshine on the west coast

Charlotte Beyers talks to David Gardner, of the University of California

professors in molecular genetics had to take fully funded research projects to other universities. Their campus lacked suitable facilities to house their projects.

The new infusion of funds will help cover the erosion of valuable faculty members from all of the nine campuses within the University of California system. "We have been 16 per cent below average compared to other leading public and private universities. Now we will be able to close the salary gap in one year, and to attract others here," says Gardner.

Gardner served as chairman of the National Commission on Excellence and is concerned with ways in which colleges and universities can provide better prepared students. "In the last decade, admissions standards for US universities have weakened. The result has been a dramatic increase in the remedial offerings of colleges and universities. By remedial, we mean high school level work offered by our universities," he said.

"During the past years, fewer high

school students have been taking the more demanding course if they can defer taking them until they are in the university and earn credit for them."

Again he expresses optimism about the reversal of this trend. "Standards are increasing all across the country. Foreign languages and more mathematics are being required. Fully three quarters of US governors are introducing legislative packages that will provide more money for education."

The new president also believes that the U/C system has a strategic need to enrol larger numbers of Hispanic, black, and other minority youth. He points out that by the year 2000, 50 per cent of the state will be composed of ethnic minorities.

"We draw from the top 12½ per cent of students graduating in US schools. This pool has a very small percentage of minority students."

He thinks the way to help minority students is not to reduce the standards for admission, but to ensure that these students succeed once they are admitted.

"We need to engage in a partnership with the schools, working with them in ways that inform them about the problems that minority youth confront in their primary and secondary school experiences. We must reach out and identify at an early rather than a late stage, the most promising young black and Hispanic students."

He suggests bringing the students on the campus and showing them the libraries. He would like to see graduate students working with the minority youth. "We cannot simply identify the problem as a university and walk away. We need to be part of the solution. To grasp the magnitude of the problem, it is necessary to understand that 45 per cent of the Hispanic youth do not complete high school."

When asked how he feels about the increased fees charged by the university, Gardner says he thinks they have risen far too rapidly.

"It's regrettable that fees climbed by 100 per cent in the last five years. It prevents students from being able to plan. I will do everything within my



David Gardner: Optimistic

power to prevent this from happening again," he states. Asked if he believed that the university should retain or sever its ties with Lawrence Livermore and Los Alamos laboratories, which research atomic weapons, Gardner said he was in the process of "forming his views."

"We have a contract with the department of energy which runs for seven years. It was approved in 1981 and will come up for renewal in 1985 or 86. I am meeting regularly with people whose opinions I respect on both sides of this issue."

Music and sex enliven the Finnish gloom

from Donald Fields

Finland's customary midwinter gloom - accentuated this year by President Kovisto's apparent attempts, reported in international newspapers, to muzzle the press - has been delightfully relieved by culture and sex dispensed in academic settings.

It says much for the present generation of musically-minded Finns that a general studies lecture by Professor Erik Tawaststjerna, the world's leading authority on Sibelius, proved a bigger pull than many a more-publicized football match or political rally.

Never before in its 150-year history had the Helsinki University festival

hall been so filled to overflowing as when Tawaststjerna - a self-confessed "man of yesterday" whom some describe as the "last civilized Finn" - spoke about the impact of the runestinger Lari Paraskie on the composition of the epic *Kullervo* Symphony. Besides the 900 listeners in the auditorium the lecture, illustrated by taped extracts and a live piano trio recital, was relayed by short-circuit television to 400 enthusiasts in another hall.

Acute seating problems were also experienced when the Russian poet Yevgeni Yevtushenko recited some of his works. Listeners unable to squeeze into the 500-seat auditorium of the

Soviet Science and Culture Centre stood spellbound in the corridors. Meanwhile, some 200 students at Jyväskylä University have proved conclusively that chairs are disposable objects, and that lectures are best received while loitering or lying on mattresses. They were attending a "sex seminar" (not to be confused with an explicit "love-in") sponsored at a cost of £2,400 by their own and the national students' union.

The seminar was one of a series of informal meetings in several of Finland's 17 universities at which students are encouraged to conquer native shyness and air their problems candidly.

Council wins power battle

from Bernard Kennedy

The first round of what could prove a long battle between Turkey's centralizing Higher Education Council and its parliamentary critics has been won by the former.

The ruling Motherland Party majority was enough to throw out a proposal that a parliamentary inquiry be held into the activities of the HEC, which has not hesitated to use its wide powers as regards university appointments, discipline and other rules and regulations since it was established by the military administration in 1981.

The vote came as something of a surprise. Various proposals to reduce the power of the HEC had been dropped in favour of the inquiry idea, which was expected to gain support from all parties, indeed, during the debate, one of the Motherland Party's leading spokesmen, Professor Ercument Komukman, spoke of the need for such an inquiry only to cast a no-vote for reasons of party discipline.

The result of the debate inevitably led to speculation that prime minister Turgut Ozal and HEC president Hasan Dogan - arguably the two most colourful figures in Turkish public life - had reached some sort of agreement.

It remains to be seen whether the MP, undoubtedly divided over the HEC issue, can retain its parliamentary discipline when the subject comes up for debate. Outside parliament, meanwhile, the "inquiry" is well under way. Two days before the debate, a "full list" of the 754 professors and lecturers who have been sacked or resigned or taken retirement since the HEC came into being, and scarcely a day passes without criticism of the council being voiced in the press.

A 3½-year-old American interpretation of the views of a 2½ thousand-year-old Greek philosopher has created a row at the Tigris University in south eastern Turkey. It lay how a paper by one Dr John Verdil, which reported on "creating philosophers by seducing young men," found its way into the magazine of the Tigris law faculty is still a mystery.

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Peter Mauger visits the People's Republic's newest institution

China's island university

The University of Hainan, China's newest university, opened last May. Hainan, China's second largest island, lies off her south coast. It has a sub-tropical climate and a population of 5.5 million, of whom about 750,000 are minority peoples, mostly Li and Miao, with a few Hui and Zhuang.

The university comprises three well-established institutions of higher education, the medical college, the normal (teacher training) college and the college of agriculture. A fourth faculty will be added next year - law, economics and industrial management.

The first foreigner to visit the university, I was received by President Lin Ying in his temporary planning office on the outskirts of Haikou, the island's capital city. The campus, at present, 500 acres of waterlogged land, will be drained and built on by 1990.

The medical college, founded in 1963, has 760 students and 198 teaching staff. Its hospital serves Haikou and the surrounding district; it has 160 beds, 115 doctors and 70 nurses, many recently appointed in view of a move to the main site as soon as a new hospital of 500 beds is built.

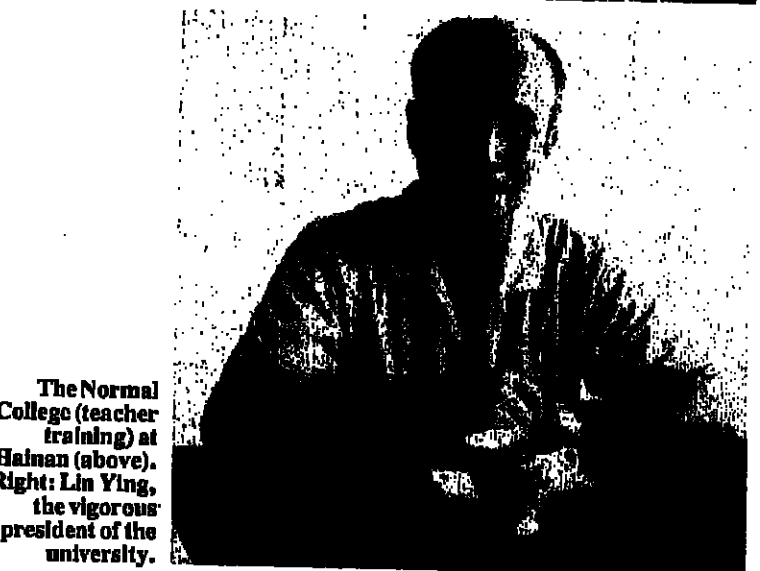
The five-year course includes English language to enable the students to read the 130 foreign medical journals to which the college subscribes.

The normal college has 1,018 students and 232 teachers. Madame Zhou Wedan, a deputy principal, told me that about half the teachers are young and inexperienced; in-service courses are run for them, and some are sent to key universities on the mainland for further training. Visiting professors, including foreigners and overseas Chinese, are asked to give lectures and a teacher from the School of Oriental and African Studies in London should be there by now on a two-year contract.

The college of agriculture has three departments, agriculture, animal husbandry and veterinary science, and tropical crops; a fourth, tropical forestry will be added in 1985.

They have 250 students and expect to expand to 1,000 by 1990. The teaching staff of 80, including professor and two associate professors, will be increased to 200 by 1990, giving a staff/student ratio of 1:5, but the main need, said President Zhan Zhunli, was for more highly qualified teachers. The same training methods were being adopted as in the normal college, and 20 young teachers were studying in Japan, invited by overseas Chinese working there.

The university has been charged by the state council specifically "to train graduates at a high level to meet the needs of Hainan". Candidates must be residents of the island and must undertake to return to their home areas after graduation. The foundation of the university is, in fact, an integral part of a comprehensive plan to develop the island. Hainan is rich in natural resources; it produces two-thirds of the country's rubber and exports coco-



The Normal College (teacher training) at Hainan (above). Right: Lin Ying, the vigorous president of the university.

nuts, sugar cane, palm-oil, pepper, tea, coffee, timber, betel nuts, sisal, hemp and other tropical products. But I was struck by the amount of fertile land not under cultivation, while in state farms like Qingling, near the east coast, investment and resettlement by overseas Chinese has resulted in intensive cultivation and bumper crops.

Before the establishment of New China in 1949 Hainan was a backward island, with very few schools. Most of its minorities lived in poverty by slash-and-burn agriculture, and were held in contempt by mainland Chinese. Old people in Canton can still remember 20 Li people being exhibited in iron cages for three months in 1933; they were said to have been born of monkeys and raised by snakes.

Though their position in Chinese society is very different today, their standard of living is still relatively low, and a policy of positive discrimination has been introduced to ensure that the poorer regions of the minority peoples will get their fair share of students. The admission regulations prescribe a quota for each county, and students up to the allotted number will be admitted even if their marks are below the normal minimum. This applies in particular to the departments of medicine,

agriculture, tropical crops and animal husbandry.

Five hundred and seventy students were enrolled in September, and expansion to 4,000 is planned by 1990. By then it is hoped that the university will have become a centre for educational and scientific research.

All the leading professors and administrators are Hainan-born. President Lin Ying, for example, a vigorous 60-year-old was sent by his father to the mainland for secondary and higher education. Graduating with a degree in forestry and ecology, he was appointed to the staff of Jiangxi University in 1944. After studying in Moscow from 1957-59 he returned to a full professorship at Jiangxi, where he remained until asked to return to his native island to start his new university.

Interviews with leading Education Bureau officials in five counties and visits to some 20 schools and colleges have made it clear that the key to Hainan's successful development is the massive investment promised by the state council allied to a vigorous programme to raise the level of education throughout the land. In this programme the contribution of the university of Hainan will play a central role.

WORLDWIDE

Daniel Levy on South America's task in financing its higher education

Latin tuition fees

The debate over tuition fees, well known in western Europe and the United States takes on some special features in Latin America. The case for fees may seem stronger in the Latin American setting. Compared to the US, opposition remains much stronger, tuition fees much less common. Yet compared to Western Europe, there is one major breakthrough, the imposition of significant tuition in the fast-growing private sector.

During the last 25 years, Latin America's enrolments have multiplied over ten times, now totalling well over four million. Two-thirds of these remain in public institutions, where significant private finance is still almost non-existent.

Despite problems with its income base, the public sector assumes higher education's expensive tasks - research, medicine, laboratory sciences and engineering, for example. And whereas US professionals generally must pursue special graduate studies Latin Americans pursue professional studies through their first degree, free from fees.

The pro-tuition lobby argues that the equity questions surrounding fees are especially severe in Latin America. Even in the US, low fees represent a subsidy mostly from working-class to middle-class families. In Latin America, the reality is closer to virtually no tuition. To subsidize higher education students is to subsidize less than 15 per cent of the population. Although the most privileged students go disproportionately to the private sector, most still go to the public sector. This is especially true in prestigious medical and scientific fields.

Many have made their way there through private primary and secondary schools. They pay fees until they enter the university. In Brazil, where a greater proportion of the most privileged students enters the public sector after expensive preparatory exams.

What makes the Latin American university student seem so privileged is the contrast to non-university students. In the US and Western Europe most students who do not enter the university at least finish secondary school. In Latin America many do not even finish primary school. The problem is especially severe in rural areas. While higher education cohort enrolment rates in countries such as Venezuela approach rates in some Western European nations, primary and secondary schooling lags terribly in both quantitative and qualitative terms.

Subsidy does not stop at free tuition. Some Latin American nations closely parallel Western Europe with various subsidies for health care, room and board, travel and cultural and social activities.

The people who want fees introduced think that a paying student is a more serious student, one less likely to disrupt academic activities or to linger

year after year. Fees would also force many students to take government or bank loans, providing strong leverage against undesired student activity.

Tuition fees have been advocated by very different types of governments. There have been efforts in democratic Colombia, Costa Rica, and Venezuela - and in the right-wing dictatorships of Argentina, Brazil, and Chile (as well as the left-wing Peruvian dictatorship in 1969). In Mexico, where liberal and conservative administrations often follow one another, both have been pro-tuition.

This is not to imply that governments are completely united behind tuition. For example, the treasury may be enthusiastic, while the education department is divided.

An array of international agencies and advisers has been pushing the Latin American governments. The Interamerican Development Bank has been conspicuous. Among other activities, it has sponsored Pan American conferences to legitimize tuition. Advisers associate tuition with university "modernization".

Principal opposition comes from student groups. Self-interest is supported by a broad ideological rationale, most often sincerely held. Opponents invoke doctrines of full state responsibility for education at all levels, following the European tradition and rejecting tuition fees as "Americanization". Such Americanization is associated with unhealthy private and business intrusion into education.

The students reject the fixed pie metaphor in which more money for universities means less for primary education; more accurately, they deny that public money saved through tuition fees would be re-routed to other educational levels.

Finally, to increase public tuition fees would understandably be to encourage more good students to opt for the quality private institutions that already charge tuition.

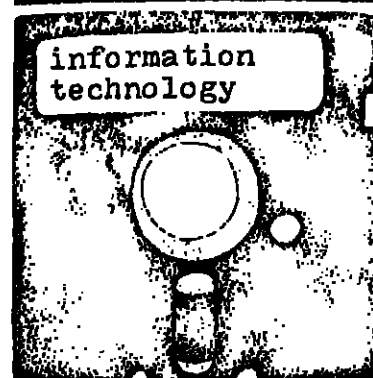
Students are also sensitive to the political implications of tuition programmes in which they would become dependent on governmental or bank loans.

It may not seem surprising that student groups could thwart government decrees in relatively democratic nations such as Colombia, Costa Rica, and Venezuela. More striking is the inability of military dictatorships to act resolutely. The right-wing military of Argentina (since 1976) and Brazil (since 1964) have sporadically probed for openings but there is still much more smoke than fire.

Only Chile has made considerable headway. Even there, immediate post-coup (1973) plans for full university self-financing, based largely on tuition fees, were prevented for several years.

In the early 1980s, tuition has become a uniquely high hurdle for Latin American universities while still falling far short of *junta* expectations. Generally, broad middle-class opposition, epitomized by student groups, has been more than sufficient to make the costs of imposing fees outweigh the benefits.

Stephen Brook



Every student should have one

Jon Turney begins a monthly series on the information technology boom with a look at future provision



Microkids will inevitably grow into micro students

£1.5m to reach the target. This compares with the £13 to £14m the Computer Board now spends each year on new equipment for over 40 universities.

But workstations are only half the story. "Giving us 10,000 microcomputers isn't going to solve the problem", Miss Nelson argues. And the report concludes, "the major stumbling block to a more universal adoption of computers in education generally is the high cost of software development". Dorothy Nelson also points to further development of computer networks as a key factor in realizing the benefits of new technology.

What are these benefits? The report tackles the question by sketching the possible routine student uses of computers in an "advanced" university in 1992. All are based on well-tried existing devices - the working party made no attempt to gauge the impact of other new gadgets which are now being developed, like interactive videodisks.

The working party sees students in a university equipped to give everyone full access to computer power using the machines wherever they happen to be, in study bedrooms, library stalls, or laboratories. "In such an environment", the report says, "we envisage that all students would use their computers to send and receive electronic mail, to house the library catalogue for source books in their discipline, to write essays using word processing software, and to answer tests set on their courses". And the working party expects its courses to use computer-aided learning packages, not just on obvious topics like computer-aided design for engineers, but also in the humanities, perhaps for learning

irregular verbs, or speeding up textual analysis in literature.

Even computer games will have their uses, the report argues, as "they can be used to give students practice in topics which they do not otherwise find intrinsically motivating".

All of this implies changes in the relations between students and lecturers - which will more often be mediated by the machine. An essay can simply be entered on the appropriate tutor's computer file, marked, and sent back to the author the same way. With the right link-ups, the student need not even be on campus. Lecturers' lives are also likely to change to meet the demands of producing the tutorial and simulation programs to be used on courses. The new technology will lead to more teamwork, by groups including lecturers, computer centre programmers, analysts and educational technologists. And the report suggests these teams will sometimes include academics at other universities.

None of this is fantasy. Developments like this are already happening in some higher education institutions, especially in the US. At Carnegie-Mellon and the Massachusetts Institute of Technology every student already has access to a workstation. And some American colleges are setting up deals with manufacturers so that students can buy themselves a suitable portable workstation each. The university just has to provide the right sockets and networks.

But the prospects for this becoming widespread in Britain look poor. Although ministers are sympathetic to the arguments in the working party report, they have also declined to come up with extra money for the Computer Board. The board expects

to achieve some shift of resources within its existing budget. If only in response to more proposals for teaching equipment. Exeter University, for example, has made a bid for a £510,000 teaching system which would provide coordinated facilities across the campus. But the board is also committed to a ten-year rolling programme of replacements for existing mainframe computers in universities, so its room for manoeuvre is limited.

More urgent action will depend on the decision of the implementation group set up by the board under Professor John Foy of Warwick University. The report seems certain to evoke plenty of comment - the first run of 1,500 copies has already been sent out and it is now being reprinted. The board will begin considering these comments in the next couple of months.

In the meantime, talks will begin with manufacturers to discuss the specification of the proposed student workstation. This may take a year to develop in detail, according to the board secretary Dr Ted Herbert. Maybe the manufacturers' growing interest in higher education institutions will help get this project off the ground. Dr Herbert is highly enthusiastic about the recent IBM initiative to form an "IBM Institute", which began with a £2m donation to the engineering department at Cambridge University for a new computer-aided design system.

However, even the most generous manufacturers are unlikely to equip universities to develop software and to help introduce lecturers to new teaching aids, except in a few favoured institutions. The rest, in the English way, look like depending on the patchy efforts of scattered enthusiasts. "You just need to get one or two people in a field keen on these ideas", Miss Nelson reckons, "and they will set to and persuade the rest."

This of course takes longer than an organized initiative, and it remains an open question how quickly the transformation of higher education foreseen by the authors of the report will come about. Dorothy Nelson is sure it will happen. "Somehow, one cannot conceive of an educational institution with only traditional seminars and tutorials existing and continuing to exist, when the rest of our institutions have changed in the ways they will change". But when?

In 1970, the University Grants Committee and the Computer Board produced a joint report which recommended a scheme to provide introductory computing courses for all undergraduates, to be started "as soon as possible". The scheme never appeared, and the growth of home computer ownership means that the recommendation has now been overtaken by events. This will not be possible with this latest report. Even if every prospective undergraduate invests in a high performance portable workstation, they will still all want to know, "where do I plug in my computer?"

Texas: where the archives are as rich as the oilfields

On a corner of the spacious campus of the University of Texas at Austin stands a bulky top-heavy building whose structure gives no clue as to its purpose. This museum is the Harry Ransom Center named after the founder of the Humanities Research Center which is housed here as well as in four other buildings on the campus.

The HRC is not just a great library, but a concept brought to life. Thirty years ago Dr Ransom, while anxious that the University of Texas should have a research library worthy of a major university, recognized that a conventional rare book library could do little more than duplicate the collections of other centres of research. Ransom perceived that a collection of books, however rare, says little about the literary process; since even the most precious of first editions is no more than the end product.

Ransom turned literary theory into practice by amassing an archival collection, concentrating on the major American, British and French writers of the past 150 years. With relative ease, the centre, which he founded in 1957, was able to complete or substantial archives. The French collection alone is reputedly the finest outside the Bibliothèque Nationale. Among the 10 million leaves of manuscript at HRC are original scripts, proofs, and letters by Lawrence, T. S. Eliot, the Pevensy brothers, Yeats, and Shaw, not to mention

the archives of A. A. Milne and Irving Wallace.

Ransom did not confine himself to the corrected galley and old envelopes of the great writers. He also, on occasion, bought their entire libraries. Evelyn Waugh, affected by ill-health, sold his entire library to the HRC. As do his dismantled bookshelves, Eric Stanley Gardner's study has been reconstructed at the HRC, one of 18 "special rooms" in which the lifestyles of the eminent have been embalmed.

Ransom's initial conception was far-reaching, not simply because the judicious study of archival material can be rewarding, but because he refused to restrict the collection to exclusively "literary" material. In addition to the manuscripts and 800,000 books, HRC holds five million photographs and an immense theatre archive collection. Ransom believed that the revolution of Flaubertian realism was to establish powerful links between literature and the visual arts.

The photographic collection includes 2,000 examples of early equipment and the first photograph ever taken, by Nicéphore in 1826. The theatre archive contains, among other items, 200,000 playbills, the *Edwin Evans* Archive, 100,000 photographs of the world's major ballet companies, designs for film sets and stage costumes, and thousands of early movie posters. With its generous budget - and US\$10 million from oil

make it the richest university in America - HRC was able to secure many of these collections without strain. What has proved more difficult has been their conservation.

Archival material is by definition fragile, and over the years a large part of the HRC collection began to self-destruct. In the excitement of acquisition, the HRC initially neglected to keep its holdings in good order, but Dr Turner places great emphasis on conservation, which is costly and time-consuming, than on further expansion.

The industrial revolution found techniques for making paper that are plentiful and cheap, but also highly acidic. Of such short-lived materials are precious modern manuscripts made: the Book of Kells will outlast Proust's notes. Unless vigorous efforts are made to arrest the deterioration, Dr Turner stresses, "in 30 to 60 years we will sweep up a goodly portion of our libraries in the dustpan". Three laboratories at the HRC strive to conserve brittle papers and fading photographs, catalogues also battle against time by trying to discover what's inside the archive boxes that fill the hallways.

The photocopying machine has negated the uniqueness of any archival collection, and while HRC will loan photocopies to scholars overseas, it will not acquire collections that have passed through the photocopyer on their way to the

auction house. Manuscripts have become property, and authors, agents and librarians are engaged in unending brawls over copyright and publication rights.

One hall is stacked to the roof with some of the 1,900 boxes containing the David O. Selznick Collection: screenplays, set designs, mementos, and the 100 drafts of *Gone with the Wind*. One box was labelled *Good Checks*. It is now possible for film historians to spend years examining all the cheques that Selznick signed during his busy career. The vast archives enshrined at HRC inevitably contain much that, by any reasonable definition, should be called rubbish.

Of course the HRC merely provides the raw materials. It is for the 10,000 scholars and readers who visit the collection each year to decide what is of permanent value and interest. Budgetary restraints, and the cost of conservation, as well as Dr Turner's shrewd care, will place limits on acquisitions in future years and it will no longer be so easy for European authors to exchange their own archives for Texas dollars. Yet its present holdings alone provide scholars with literary and cross-cultural riches as abundant as the oil fields that made it all possible.

Thoughts of women David Berry on the feminist approach to philosophy

Philosophy is back in the news. *The Guardian* recently published three articles on the current state of British philosophy giving the subject the largest space in a daily newspaper for years. It generated a heated correspondence and last week Roger Scruton, the most well-known of the new Conservative philosophers, took up the topic in his weekly column in *The Times*. But what was missed by *The Guardian* and its critics was a new approach to the subject which is slowly becoming influential in British higher education and is critical of both analytic philosophy and its European alternative, feminist philosophy.

Last November, 15 women philosophers met in Oxford to discuss the connections between feminist thought and academic philosophy. They were concerned not simply with how few women teach philosophy in Britain - a *THES* survey reveals only 50 women out of 450 university lecturers - not with the sexism present in most major Western philosophers from Aristotle to Sartre. They wanted to discuss whether philosophical thought, while aspiring to be about the human condition, is really relevant to men. Although at an early stage, British feminist philosophy is making some radical claims.

Morwenna Griffiths, who teaches at Christ Church Higher Education College in Canterbury, organized the Oxford meeting and is planning a follow-up conference next month. She comments: "There's no doubt that philosophy being a much older subject than other arts disciplines is

very male-defined. But British philosophy no longer has the certainty of orthodoxy anymore. And this means that feminist critiques are connecting with new theories in ethics, epistemology and philosophy of science."

The impetus for the Oxford meeting came from a special issue of *Radical Philosophy* on "Women, Gender and Philosophy" published last summer. Writing on Sartre, Genevieve Lloyd argues that "the ideal of transcendence is a male ideal" - that he divides rationality into high (male) and low (female) forms. They key concept for these and other feminist philosophers is not sexism but "masculinism". It is reasonably easy to show how women have been excluded from Western philosophy by sex - "women aren't rational creatures". But a much more important and difficult task is that philosophical analysis develops characteristics associated with one gender, and not the other. How much have traditional female skills like emotional intuition and dealing with "everyday" problems been undervalued? And are the very building blocks of contemporary philosophy, logic, evaluation, proof etc, simply reflections of male attitudes?

It was these questions that prompted Alison Assiter, a lecturer at Thames Polytechnic, to coordinate *Radical Philosophy's* feminist issue. She was non-committal about suggestions that *Radical Philosophy* itself developed out of an Oedipal struggle between young male philo-

sophers and their Oxford fathers but she did admit that few women have been involved with the magazine. "There's no doubt that the most interesting work linking feminism and philosophy is coming from American and Australia rather than Europe. I'm thinking of Genevieve Lloyd, Nancy Chodorow's work on mothering, Carol Gilligan's 'relational ethics' and the excellent feminist collection on metaphysics 'Discovering Reality'."

A woman philosopher who is sympathetic to feminism but would dissent from much of this feminist philosophy is Mary Warnock, who teaches philosophy at Oxford. Made a Dame in the New Year's Honours list for public service, where her philosophical experience was "not irrelevant", she says: "It is true that many philosophers have hated women, but I do think that concepts like proof, evidence, evaluation and conclusions are firm, fixed and universal. I'm absolutely certain of this". She concedes that occasionally women can bring a different dimension to certain kinds of moral problems like abortion but argues that attempts to throw out much Western philosophical analysis to be replaced by female intuition - "I'm thinking here of Dora Russell's ideas" - are damaging to women as well as men.

Warnock is one of a group of Oxford women philosophers who have all excelled in their disciplines. Elizabeth Anscombe and Philippa Foot are others. She adds: "I think there was a feeling

when we became lecturers that we might concentrate on what is seen as the softer option - ethics - but we easily resisted that". But these women are exceptions. In *The Guardian's* articles, 50 contemporary philosophers are referred to. Forty-nine are men. The only woman mentioned, Alison Assiter, was in an aside. She says: "I'm not sure why I got in. He never talked to me". But when there is some agreement between conventional women philosophers and feminists is the image that aspiring girl students get of philosophy. Assiter remembers thinking that "philosophy was a male subject and that's why I wanted to do it". Morwenna Griffiths considers that philosophy is presented as a "hard, logical discipline with a very competitive approach where emotion is not taken in anyway seriously". Mary Warnock remembers her time as headmistress of Oxford High School where many of her sixth-form students saw philosophy as "dry and abstract" preferring literature as a university course.

But these new feminist philosophers are out to challenge this separation between academic philosophy and women. Griffiths argues that "an adequate teaching of a philosophical period must involve discussions of its masculinism". The Oxford meeting drew up a list of topics that merit philosophical attention including "dependency" and "childhood" along with critiques of the traditional splits between reason and passion and subject and object.

The author is a composer and is professor of music in the University of Cambridge.



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Only a dose of Gaullism will do

Walter Cairns' prescription for the crisis currently faced by the EEC

Over the past two decades there has occurred a sea change in public perception of the ultimate purpose of the Common Market. Whereas 20 years ago the EEC was generally accepted as the most likely vehicle for European unity, few people outside the European Movement entertain such ambitious notions today. The reason for this gradual turn-around is the grip of a long-term and endemic disease which goes much deeper than its financial problems. Thirty years after the birth of the first community institution, the citizens of the EEC countries have seen little if any change in the fundamental relationships between the member states, with the prospect of the community presenting itself as a credible and cohesive association of states as remote as ever.

The root cause of the community's deep-seated crisis can be traced back to the conflicting approaches towards the furtherance of European cooperation. This conflict assumed the form of an ideological battle between the "structuralists" and the "federalists" in the European arena, in which the latter scored a major victory when the communities merged in 1965. The structuralist school of thought had advocated a sector-by-sector approach towards European cooperation, whereas the federalists favoured an attempt at comprehensive integration of every aspect of economic life among the member states.

Judging by the experience following the 1965 merger, however, the structuralists would appear to have been vindicated in their viewpoint. One needs only to compare the present shambles with the smooth and effective operation of that perfect example of structuralist endeavour, the European Coal and Steel Community, during the 13 years of its existence. The experiment was abandoned in 1965 mainly because of its lack of political glamour. Instead, the federalist zealots of the European movement held out the prospect of creating a European federation which would have the double effect of benefiting every citizen of the community and of

becoming the ultimate troubleshooter in the struggle for world domination by the other superpowers - all in a matter of a few decades. The chickens have wasted little time in coming home to roost now that the Common Market has succeeded in actually worsening relations between certain member states and has failed to provide any remedy for one of the worst economic recessions in European history. None of the major objectives set out by the Treaty of Rome has been attained, not even the Customs Union, judging by the increasing amount of litigation before the European Court of Justice on the subject of national measures which are alleged to be equivalent in their effect to customs duties within the territory of the community.

Yet no one seriously entertains the notion that the community will cease to function. It will continue to limp from disagreement to compromise, from fudge to mudge. The major victim of the whole process, however, will be the worthwhile idea of closer European cooperation which inspired the community in the first place, unless it radically changes its course and assumes the form of a looser, more realistic institution where cooperation is sought in areas which best lend themselves to this endeavour rather than attempts at reconciling the irreconcilable of which the Common Agricultural Policy is the most spectacular example. This change of course cannot be brought about by adopting the "reform from within" strategy advocated by British pro-marketisers at the time of the EEC referendum.

This approach has failed simply because the only country ever to attempt any serious reforms, ie the UK, has met with steadfast opposition from most of the other member states at every turn. Rather than "reform from within", the message must now read "transform from without".

At the earliest opportunity, this country must make it clear to the community institutions that it is only prepared to remain a member state on its own terms, and that if our demands are not met we will withhold our cooperation from the everyday func-

tioning of the EEC. In other words, the United Kingdom must be prepared to adopt a radical Gaullist stance which France operated so successfully in the mid-1960s through its "empty chairs" policy.

It has to be admitted, of course, that de Gaulle's strategy had less to do with reviving the spirit of European cooperation than with ensuring that France should retain the privileged position it had enjoyed in the community ever since its inception. The 1965 crisis revolved around the French refusal on purely nationalistic grounds to accept three elements of the proposals formulated by the EEC Commission in order to revitalize the community: the financing of agricultural policy from a common fund, the creation of direct revenue for the community institutions and the extension of the powers of the majority voting in the Council of Ministers, to which the French were opposed. The eventual outcome of the crisis proved a substantial victory for France, in that a *modus vivendi* was arrived at under which majority decisions would not be taken on issues of vital national interest. This became known as the "Luxembourg Accords".

The sheer nationalistic nature of the French attitude in 1965 explains why de Gaulle's victory left unaltered the basic structures and mechanisms of the Common Market which lie at the root of the recent spasms of protest. A good deal more could be achieved if a British government were to lay down such conditions for its continued cooperation as would ultimately lead to the return of the structuralist approach, regardless of any considerations of national self-interest. The British could justify their approach on the basis of two objective considerations. One is that the present community decision-making process is essentially undemocratic by any accepted standards, since legislation passed by elected national parliaments can be superseded by decisions issued by EEC institutions without any direct electoral mandate. There is also the consideration that there is no way in



The UK must adopt a radical Gaullist stance

which the Treaty of Rome can be altered other than by agreement between the member states, which entails a considerable reduction in the self-determination of individual member states in the fields of economic policy covered by the treaty.

The conditions which a British government could lay down for its continued cooperation are the following: the subjection of all EEC legislation to approval by Parliament; the phasing out of agriculture as an area of EEC integration; the eventual replacement of the present EEC decision-making process by the more traditional and sound method of enacting international legislation which consists in the conclusion of multilateral conventions (this is the mechanism which has served the Council of Europe extremely well for 35 years).

If the community institutions refused to meet or even consider these conditions, the UK could offer passive resistance *à la Française* by repeating the "empty chairs" policy pursued by de Gaulle in 1965. Only this time, Britain would be in a much stronger position than France since it is not as dependent on the CAP as the French were in the mid-1960s. The EEC institutions would not survive such a situation for very long. The other

member states could hardly contemplate expelling the UK from membership since (a) no provision for expulsion is made under the Treaty of Rome and (b) even if expulsion were an available option, the other EEC countries would be ill-advised to resort to such a drastic step in view of the irreparable damage this would cause to the political unity of Western Europe, this being the long-term goal of the Treaty of Rome.

What would be the ultimate consequence of this development? The community institutions would soon be brought to the realization that little could be gained from persisting with a policy which so clearly alienated public opinion in one of the major member states. Gradually, a shift in policy would occur in favour of a more structuralist approach towards European cooperation. Thus the Ten would soon find a medium for changing the terms of reference of the EEC, retaining those aspects which the member states have a mutual interest in integrating and consigning to oblivion those areas of community integration which were never realistically attainable in the first place.

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The spirit of Ruskin

by J. R. Watson

Ruskin, *The Critical Heritage* edited by J. L. Bradley. Routledge & Kegan Paul, £18.95. ISBN 0 7100 9286 5. John Ruskin's *Labour: a study of Ruskin's social theory* by P. D. Anthony. Cambridge University Press, £20.00. ISBN 0 521 25233 4. *Political Writings of William Morris* edited and introduced by A. L. Morton. Lawrence & Wishart, £7.50. ISBN 0 85315 586 0.

Professor Bradley's volume on Ruskin in the "Critical Heritage" series is an eloquent testimony to the powerful and engaged responses which Ruskin aroused in his own day.

This is the Ruskin who was a controversialist and a crusader and who was, in Professor Bradley's words, "swept and buffeted by the frenzied currents of aesthetic, social, and religious activity for some sixty years". So there is not much here of Ruskin the lover of beauty: this is a Ruskin who annoyed people, or who thrilled them. Sometimes the annoyance comes from a provocative remark of Ruskin's, such as his disparagement in *Modern Painters* of the various Van Somers and Back Somers, or his treatment of Claude; sometimes it is the result of a personal antipathy, as when Elizabeth Rigby (Lady Eastlake) writes in the *Quarterly Review* of Ruskin's writing as having (in 1856) "all the qualities of premature old age - its coldness, callousness, and contraction". She was a friend of Ruskin's former wife Effie, and her description of Ruskin's style was almost certainly based on what she had been told about his behaviour as a husband.

Her review is a remarkable piece of invective, which can be treated as a specimen of the vulpine reviewer's art along with her more celebrated treatment of *Jane Eyre*. Professor Bradley comments that "the reader can only read on appalled", but this is not quite the whole story, for Ruskin can stir up strong feelings, and indeed would not be the writer that he is if he did not.

Professor Bradley, who is an enthusiast, describes the decline in Ruskin's reputation as "deplorable", the rebuffs to his work as "lamentable", and maintains that "the academic world obviously neglects the pedagogical strength of Ruskin's writings". All of this may be true; yet something of Elizabeth Rigby's irritation may be found in the minds of those who prefer some of the other Victorians.

Professor Bradley himself is balanced enough to admit that certain features of Ruskin's work have led against him, listing his "heavy moralizing", his dictatorial style, his lack of humour, his didacticism, his arrogance, and his bewilderingly varied subject-matter. Besides the great novelists, and even beside Carlyle and Morris, there is not also some intense preoccupation with things and theories, rather than with flesh and blood, so that Elizabeth Rigby can write:

Mr Ruskin may talk of love for trees, stones, and clouds, and profess an implausible horror for those who do not represent them according to his ideas of truth, but where, throughout his writings, do we find one spark of love for man, woman, or child which is foremost among all the precepts and the fruits of religion and morality?

This is overstated, no doubt, and Lady Eastlake had no conception of the penetrating account which Ruskin was to give of the evils of industrial society; but the reader knows what she is getting at.

One principal reason for the neglect of Ruskin, however, must be (as Professor Bradley acknowledges) the absence of readable and well-edited texts. The best way to read him, of course, is in the library edition of Cook and Wedderburn, for only then can the full interconnecting richness of his work be appreciated. So much depends on the footnotes, the explanatory material, the illustrations, and the index, because Ruskin is a large and capacious writer, voluminous and wide-ranging. In this "Critical Heritage" volume it is notable that the most sympathetic criticism of his work comes not from the nit-pickers but from those, such as Walt Whitman, who responded to the spirit of the man.

As early as 1847 Whitman discerned in *Modern Painters* a "dashy, mainly, clear-headed style", which would appeal to "every lover of what we must call intellectual chivalry, enthusiasm, and a high-toned sincerity, disdainful of the flippant tricks and petty arts of small writers". The figure of St George is visible in this present comment; and Whitman's implication that Ruskin is a large writer is found in other critical comments of the time. Dr John Brown, author of "Rab and his Friends" and a man who could scarcely be accused of a want of human interest, urged his readers to study *Modern Painters* thoroughly and they will find not only that they are richer in true knowledge, and quickened in pure and heavenly affections, but they will open their eyes upon a new world - walk under an ampler heaven, and breathe a divinest air.

He saw Ruskin as Coleridge saw the poet, bringing the whole soul of man into activity: Brown described Ruskin's readers as feeling "a kindling up of the whole faculties" in a way which reminds us of the pervasive inheritance from the romantic movement in Ruskin's work.

Later in this selection, the note changes. *The Seven Lamps of Architecture* provoked a lively response from a controversial Roman Catholic, J. M. Cape, and together with *The Stones of Venice* took Ruskin more firmly into considering the political economy of art. From this central period of controversy, the unsigned review (possibly by George Meredith) which was described by Ruskin as "incomparably the best critique he had ever had". This is because they set forth his views with clarity and fairness; their reservation, principally, is that in considering architecture "spiritual analysis is the wrong end to begin at, especially in the case of the most material of the arts". Ruskin would not

have agreed, and said so frequently; but his concerns were clearly ramifying in the way that led ultimately to the extraordinary branch-work of *Fors Clavigera*. He moves effortlessly from art to society, and then to spiritual and religious concerns, so that in the years that followed *The Stones* he pursued a variety of economic, social, and political questions in *Unto this Last*, *Sesame and Lilies*, and *The Crown of Wild Olive*. These are the years of the essayist and lecturer, busily out and about in Victorian England: it is here that the sweetness of his buffeting of Professor Bradley's introduction can be most clearly seen, in the *Saturday Review*'s dismissal of *Unto this Last* as "tawdry and half-picturesque folly", and the *Westminster Review*'s description of part of it as "shallow presumption".

The *Saturday Review*, unflinching in its Benthamism and its belief in progress, continued to be hostile. When Ruskin attacked the shortcomings of the British industrialized system, it accused him in 1866 of writing "vague interminable Jeremiahs" which suggested that the Victorians were the "perverserest generation of men that ever encumbered the earth... marching off straight to hell as fast as our feet can carry us". After this, however, the controversy quietened down. Even the *Saturday Review* welcomed Ruskin's appointment to the Gladstone Professorship at Oxford in 1870, although it was still concerned that "in the midst of the most practical counsel" there were still "Mr Ruskin's denunciations of the age". What seems to have happened was that the later Victorians simply became more used to Ruskin; and also that his criticisms really had done something to disturb the complacencies of the time. His views were sometimes odd, to be sure; but they appealed, as romantic poetry continued to do, to all those who sought to understand and feel more than the march of material progress. In a moving tribute which appeared in *Macmillan's Magazine* (1870), Stopford Brooke acknowledged that Keats and Wordsworth made the reader feel, but argued that Ruskin made him know why he felt.

Wordsworth gave us much help, but he taught us to feel more than to observe and understand. But Ruskin has taught us to observe and understand, not as the scientific man does for the ends of science, but for the ends of delight received from the perception of truth, and no more faithful and splendid work has ever been done.

Brooke's perceptive and eloquent essay suggests another possible reason why Ruskin is so neglected today: we go straight past him (possibly to the Morris) as a stepping-stone to the Romantics themselves. His insistence on feeling and knowing, his perpetual didacticism, generates a certain impatience in those to whom the romantic poets speak with a clarity and directness that is sufficient unto itself.

In the final period dealt with by this book (1872-1900) the essays become more general and retrospective. The most significant of them is William Morris's preface to the Kalamcotti Press edition of *The Nature of Gothic*, because it shows so clearly the line of



John Ruskin, a portrait by Sir Hubert von Herkomer, 1879

succession from Carlyle through Ruskin to Morris himself. Professor Bradley points out that *Past and Present* influenced Morris; Morris's *News from Nowhere* influenced G. D. H. Cole, who said "I became a Socialist, as many others did in those days, on grounds of morals and decency and aesthetic sensibility".

Cole is quoted in the first chapter of P. D. Anthony's study of Ruskin's social theory, *John Ruskin's Labour*. The title seems to carry multiple meanings, from John Ruskin's work (his central task) to John Ruskin's view of work, and even to the Labour Party and John Ruskin. Mr Anthony reminds us, perhaps too insistently, that Ruskin was not a socialist; and yet he seems unquestionably associated with certain socialist principles and practices, especially the distrust of capitalism. Mr Anthony quotes Quentin Bell as saying that when the British Labour Party was founded in 1906 the book which had inspired its members most was *Unto this Last*.

A book on Ruskin's social theory which includes references to Tony Benn and Milton Friedman is clearly unusual in the world of Ruskin scholarship. It is perky and incisive, though not without its irritations in proof-reading and style. The book's virtues are evident: here is another lively and controversial Ruskin, part of a radical political tradition which is at the same time non-Marxist and anti-capitalist. This tradition, says Mr Anthony, ran out of steam after the Attlee government of 1945, after which "there seemed nothing left to do but to run the new Jerusalem". He has some scorn for recent Labour governments, dedicated to the maintenance of growth and permitting the survival of the practices that Ruskin condemned in nineteenth-century capitalism. He

sees some hope "in the vast proliferation of DIY, gardening, fishing and crafts" (but DIY is surely one of the most selfish and private of activities, in which we prefer our own botched efforts to the work of craftsmen, save money, and count the value of our "home improvements" like so many misers).

Mr Anthony is dismissive of Ruskin's political attempts, describing them as a "fiasco"; but he is intelligent and sympathetic about Ruskin's play of thought upon the problems of his own day. He demonstrates Ruskin's attempts to apply Christian and humane principles to economic affairs, to the running of factories, and to the distance between rich and poor. He sees Ruskin handing on his ideas to Morris; the difference between Morris and Marx "represents the measure of Morris's attachment to an English, utopian, moralistic tradition", and Morris owes this strand of his thought to Ruskin. Ruskin provides the link with a "tough" romanticism, which can be used to question the assumptions of an advanced industrial society.

The question about whether Morris was a Marxist or not is a difficult one, as E. P. Thompson has shown; Mr Anthony's final section is an important contribution to the debate. A. L. Morton's *Political Writings of William Morris*, on the other hand, has no doubt: Morris was a Marxist. Such a view may have been tenable in 1973 (when this book was first issued) but is now more doubtful. The book is worth reading, however, for the superb essays of Morris which it contains, and it makes a convenient companion to Mr Morton's *Three Works by William Morris*.

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New foundations laid for a general approach

Alan Wilson sets out a radical framework for a new multi-disciplinary degree

There was a time, faced with first-year students who had taken different geographical levels of syllabuses with little in common, when I used to argue that I would have preferred them to have A levels in English, philosophy and mathematics. Then we could all start from scratch with the appropriate tools and equipment.

This intuitive feeling raises all sorts of issues which need further analysis. The underlying general question is: can we define a basic core syllabus for schools and for higher education which provides a foundation for the study of particular disciplines? This then begs questions about the nature of disciplines and their relationship to education.

Let us call the "underpinning" syllabus the "foundation syllabus". We would expect this to be based on methodological disciplines offering tools which could be applied in other disciplines with "substantive system" interests - physics, chemistry, biology, economics, psychology or whatever. So in my original implied thesis, English would supply writing skills; philosophy, a critical sense of the nature of knowledge and an ability to think clearly; mathematics, a language and set of concepts which facilitate the understanding of complex systems.

In practice, the argument is more complex. English teachers make "literature" and "reading" their main business and we mostly acquire our writing skills by other routes (or we fail to). Philosophers - as Martin Walker's recent articles in *The Guardian* have shown - have at least partly abandoned the central concerns of the rest of us and so any critical sense has to be developed largely from elsewhere, usually from rather scattered sources. Many mathematicians are either "applied" and focus too narrowly on systems in physics and engineering or they are "pure" and physics themselves above the business of providing a useful language for general use. There are honourable exceptions in all cases of course.

What is needed is a radical rethink. I have argued in earlier articles that it is no use expecting a wholesale reorganization of disciplines, whether at school or higher levels. The powers bases are too established. But what we can do is proceed by stealth - and incrementalism may not be a bad thing anyway.

Two issues have to be tackled before we can get down to the design of a radical framework. First, what are multi-disciplinary degrees now and why

are they not popularly successful?

The obvious way to start such a degree is to assemble pieces, probably existing courses, from different disciplines and to put them together, avoiding a high resource cost. The students would come from very different backgrounds and there will be a low common denominator of "foundation" skills. So the courses selected will often be seen, rightly or wrongly, as "soft" - not needing much foundation.

The rest of the institutions teaching staff, secure within their own traditional disciplines, will then be able to point to multi-disciplinary students failing to acquire hard skills and knowledge. The students would not be able to learn "in depth" about systems studied in conventional disciplines.

The second issue arises from the tremendous amount of detail which usually has to be mastered in a particular discipline: the classification of plants, the range of chemical compounds, disease in relation to symptoms, irregular verbs; in philosophy, the long history of the subject. It is rarely possible to escape the slog involved in acquiring this knowledge.

What I want to argue is that in some instances, it should be possible to escape some of the slog. In the case of, say, languages, there is ultimately no escape. In the case of classifications in fields like biology, chemistry and medicine there ought to be - either by conceptual advance or by the use of information technology, or both.

The preliminary conclusions to be drawn are these. Multi-disciplinary degree syllabuses should be as "hard" as, or harder than, traditional schemes of study.

Teachers will somehow have to lift themselves out of their usual disciplinary perspectives to achieve this; some detail has to be lost while ultimately multi-disciplinary students should be able to understand and analyse substantive examples - perhaps fewer of them - in the same depth as their single-subject colleagues. If these objectives can be met, and the traditional slog avoided, then such progress would provide the basis for a new multi-disciplinary degree.

Different methods of lay-out can now be

combined to generate an outline of a framework.

It would be made up of three kinds of courses, which would interact with each other. It may be necessary to find better labels, but the three can be characterized as foundations, general systems and substantive systems.

The foundation courses would provide the appropriate basic skills in, say, literacy, numeracy and mathematics, computing and philosophy. The general systems courses would handle concepts which transcend particular disciplines and systems of interest: evolutionary processes, complexity, input-output processes, feedback and the study of structure provide obvious examples from an array which would ultimately be extensive and would itself have a complex structure.

Substantive systems are the objects of study of present organized: the human body, matter, engineering systems, literature, cities, societies, countries. The list is potentially very long indeed; and, interestingly, defining it in terms of systems of interest already involves adopting a multidisciplinary perspective in most cases.

A new kind of degree based on this framework would obviously contain many optional routes for students. Any particular student's scheme should be a struggle, in traditional terminology, the struggle of the human and social sciences and the arts. Part of a compulsory foundation course would involve the development of an understanding of how "knowledge" in these different areas can be similar or different in character in various respects.

Substantive examples would be drawn from disciplines from all three areas. These would illustrate the foundations and general systems courses and be treated in more depth by specialist optional courses.

Each year of the degree scheme would contain elements of foundations, general systems and substantive systems. The first of these would proportionately decline through the years; the third, increase; the second would be a smallish proportion but, would be the basis of ever-increasing depth of a general understanding.

Could it be done? Could the teachers and students be helped? What would be the difficulty

ties, advantages and impacts? Discussions in various places, reactions to earlier articles, suggest a lot of interest among potential teachers.

My own very partial evidence is also that students would be immensely attracted to such a scheme. To launch it, a university would need to take the bold step of giving a number of staff leave from their departments and replacing them temporarily. Money would have to be found; everyone's student targets adjusted to allow recruitment.

The combination of foundation courses, and the use of the skills and methods they provide, gives a hard core to the degree as a whole. It would clearly be a tough scheme of study. It would be an advantage if it took four years.

New approaches of this kind would represent a welcome advance from disciplinary specialization (and indeed sub-disciplinary specialization) and from the inherent reductionism in the organization of knowledge in many disciplines. I have argued that this can only be achieved at an adequate depth if the scheme is organized on non-traditional lines with the study of foundation skills and general concepts preceding, and working in tandem with, the study of substantive systems.

Graduates specializing in science brought up through the multidisciplinary scheme would probably be much more use to industry than conventional ones. They would have more experience of problem solving. Given associate staff members from departments as part of a multidisciplinary centre, this kind of influence would start to percolate back to departments.

Perhaps the biggest advantage of all would be that graduates would have connections to the arts, the human and social sciences and sciences. It would be inevitable that in the final year of such a course, if not earlier, a student would specialize within one of these areas. But earlier years would ensure that a broader base was provided.

Scientists would be aware of the social context in which they work; fewer would be naïve about sociology and politics. Above all perhaps, whatever in the end their chosen field, these graduates would bring new perspectives to add to those of traditional disciplines.

The author is professor of urban and regional geography at the University of Leeds.

Responses to art

The Aesthetic Understanding: essays in the philosophy of art and culture by Roger Scruton. Corgi and Methuen, £12.95 and £7.95. ISBN 0 85635 487 2 and 416 361 60 9.

Roger Scruton has recently become so closely identified with a particular political position that it is almost surprising to find his new collection of essays "in the philosophy of art and culture" to be without a busy swinging ideological axe. A philosopher's good manners is the substitute, and the large amount of space taken up with building proper philosophical procedures leaves little room for anyone

wanting a simple and concrete introduction to the subject.

Nevertheless, not far beneath the surface, Scruton's aesthetics do reveal the High Tory leanings: there is at least no doubt of his distaste for Marxist materialism, *gestalt* theory, or symbol systems compared to his qualified acceptance of the idealism of Croce or Collingwood. Art exists in a separate realm, beyond purpose or cause, and demands its own form of attention and understanding. Scruton's special concern is the final part of this statement, since he thinks that the aesthetic theories have concentrated too much on the nature of art, and not enough on the way we respond to it - the phenomenology, as it were, of aesthetic awareness.

The immediate difficulty here is that Scruton is apparently searching for one universally applicable characterization, and never more than glances at the fact that the nature of aesthetic interest varies substantially: an edu-

noliteur's informed and trained taste is no more inherently aesthetic than that of someone for whom there is no real barrier between art and life (the *Coronation Street* fan, for example, who sends a Christmas card to Hilda Ogden rather than the actress who plays her) or someone who says that all modern art is rubbish. Without making it altogether clear, Scruton's denunciation of aesthetic response, rather than pondering the plurality of ways in which art can be used and appreciated.

The "core of the volume", according to the blurb, is a series of essays on the meaning of music. These are mostly expository (some are reprinted from contributions to *Grove's Dictionary*), but the lucid clarity of terms is welcome, given that "misrecognition" is a modern philosophy with the tendency to be so overbearing that the nature of sounds, as objects of perception, remains almost completely

obscure". Scruton deals with the problem of music's expressiveness, and makes some useful distinctions between representation, imitation, and evocation, as well as discussing music's "narrative incompetence". Generally, his attitude is sceptical: "music is not representational, since it does not lead one to ask just what Scruton has been watching."

On the subject of architecture, Scruton comes on to his home ground, following his *The Aesthetics of Architecture* (1979) with some corrosive polemic against Le Corbusier's constructivist principles, as well as further stimulating criticism of particular buildings. After so many pages of dubious and abstract speculation, one re-encounters Scruton's more acerbic side with something like gratitude.

Rupert Christiansen

Rupert Christiansen is a contributor to the "New Oxford Companion to Music".

BOOKS

Thinking aloud

Languages of Class: studies in English working-class history 1832-1982 by Gareth Stedman Jones
Cambridge University Press, £22.50 and £6.95
ISBN 0 521 25648 8 and 27631 4

After his fine piece of nineteenth-century social history, *Outcast London* (1971), a new work by Dr Gareth Stedman Jones is bound to arouse high expectations. It should therefore be made clear at the outset that *Languages of Class* is of a different order from his earlier study. It is a republication of five essays, the oldest of which appeared in 1974 and the latest in 1982. Moreover the author informs us in his introduction that he now has doubts about some of the views expressed in these essays.

Why the haste to republish, why reprint what is apparently just thinking aloud? Why not wait until we can have another *Outcast London*? Because, says Stedman Jones, the essays tell the story of "my own theoretical development"; and he ventures to suggest that this may have a value as a case study of "how the growing explanatory ambition of social history led to an increasing awareness of its limits as a self-sufficient form of historical interpretation." Be that as it may, it is probable that for most readers the main value of the book will be that it conveniently contains two valuable essays on working-class history, one in the period 1830-50, and the other 1870-1900.

The first of these, "Rethinking Chartism", is already familiar, as it is the first chapter in Epstein and Thompson, *The Chartist Experience* (1982), with the addition of an extended treatment of Owenite and Ricardian socialism (which does not however affect the main argument). Stedman Jones presents a revisionist interpretation of Chartism as an alternative to the local studies approach which has become virtually the orthodoxy since the publication of *Chartist Studies*, edited by Asa Briggs, in 1959.

Many historians have emphasized the class consciousness which Chartism brought into the working-class movement, and have concentrated on its social aims. But, argues Stedman Jones, the language that contemporaries actually used suggests that they attributed their economic and social distress to political causes, rather than vice versa. This was in line with the pre-1832 popular reform movement, associated with Tom Paine and William Cobbett, and located Chartism in the mainstream of political radicalism. As R. G. Gammage, the first historian of Chartism, put it in 1854, "exclusion from political power is the cause of our social anomalies." Chartism was essentially a political movement; and,

says Stedman Jones, "a political movement is not simply a manifestation of distress and pain, its existence is distinguished by a shared conviction articulating a political solution to distress and a political diagnosis of its causes."

From this approach Stedman Jones is able to draw some interesting observations about the decline of Chartism, which he attributes to the early 1840s rather than the 1850s. It was not economic prosperity but the changing character and policies of the state which undermined the credibility of the Chartist vision. Such an approach also suggests a new interpretation of the period of mid-Victorian stabilization, and provides new insights into that no man's land of the labour historian, the period 1848-1880. The essay in fact makes many excellent points of general interpretation, though these are sometimes wrapped up in a certain obscurity of style and excessive academic qualification.

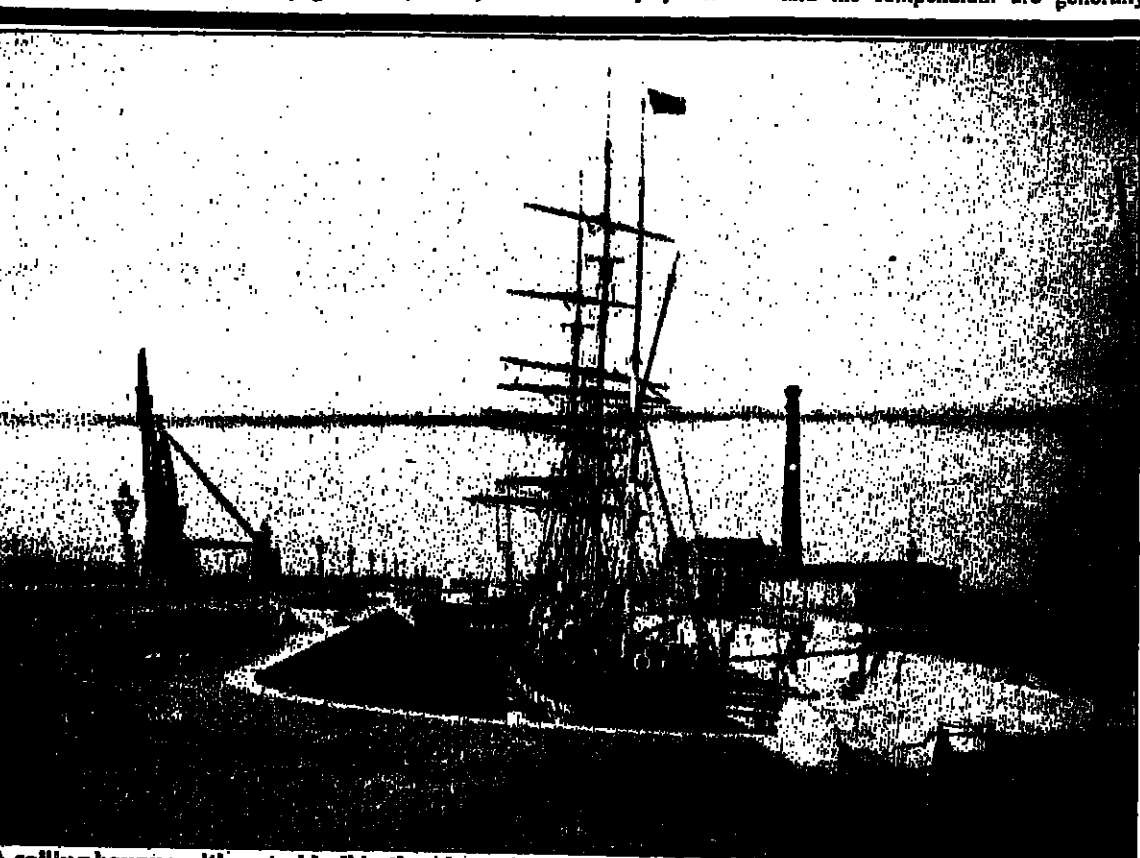
The second important essay, "Working-class culture and working-class politics in London, 1870-1900", reads more easily and confidently, and seems closer to *Outcast London*. Here we have fascinating accounts of working-class life styles: funerals, temperance and pubs, spending habits, leisure time activities, music hall. The main argument is that the distinctiveness and cohesion of the old artisan culture in London, which had successfully resisted evangelical and utilitarian attempts at permeation after 1850, was undermined in the later years of the nineteenth century. This traditional, work-centred culture gradually gave

way to one more oriented towards the family and the home; and a way of life developed which centred on the pub, the race course and the music hall. Many of the attitudes described here can best be described as populist, though Stedman Jones does not explore this as a concept. It is suggested that in the aggregate these changes amounted to a "remaking of the English working class" between 1870 and 1900, perhaps comparable to the "making" of the 1780-1830 period described by E. P. Thompson.

Of the other three essays in this book, one is a review of John Foster's *Class Struggle and the Industrial Revolution*. This appeared in *New Left Review* in 1975, and is now mainly of interest to specialists in the field of Marxism-cum-quantification. A second essay offering a critique of the concept of social control came out of a conference at the University of Sussex organized by the Society for the Study of Labour History, and is available in *History Workshop*, number 4 (1977). The final chapter, "Why is the Labour Party in a mess?", is a short tract for the times (1982) in which Stedman Jones applies some of the insights from his historical studies. Like all historians in such a position he is stronger on tracing the origins of the crisis than offering a way out. His somewhat enigmatic solution is that Labour must free itself from inherited practices and ways of thinking.

J. F. C. Harrison

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A sailing barque with a steel hull in the Alexandra Graving Dock in Belfast. This photograph is taken from *No Mean City: Belfast 1880-1914* by Brian Walker and Hgh Dixon, which is illustrated by the photographs of Robert French. The book is published next week by Friar's Bush Press at £10.95.

Fortress England

After the Armada: Elizabethan England and the struggle for Western Europe 1585-1595 by R. H. Wernham
Clarendon Press, Oxford University Press, £32.50
ISBN 0 19 282753 1

In 1966 Professor Wernham published a comprehensive study of Tudor foreign policy entitled *Before the Armada*. This rapidly established itself as the standard work on a neglected subject, but in some quarters it was criticized on the grounds that by taking so sweeping a view of the period it gave English policy a coherence that never existed at the time.

Whatever truth there may have been in such a criticism, it could not be applied to the present book, which, in 400 tightly packed, but clearly printed, pages, covers a more seven years, and in which the major themes are every stage linked to the unfolding patterns of events. Some readers may find that there is too much detail, but the analysis is rather than

clarifying it, but Professor Wernham rightly insists that the topic "can hardly be treated in any other fashion. For it was so largely the story of day-to-day responses to the immediate pressure of events and circumstances." He goes on:

No doubt, underlying those responses there was a deep-seated, almost instinctive, sense of English identity and of the basic principles which should guide English actions. But the history of the specific decisions, of their sequence and timing and more immediate motivation, and of the importance to any true understanding of how policy developed.

In the inebriated days of the early Stuarts it became a matter of belief that Elizabeth had defeated the Spaniards, at minimum cost, by achieving foreign alliances and relying solely upon her navy and the host of part-time privateers who preyed on Spanish shipping. Professor Wernham shows that this myth had little foundation in reality; for the war at sea was merely part, and not the most important part, of a struggle that embraced the whole of Western Europe. The Armada was a defeat for Spain, but one from which she quickly recovered, particularly when the expedition under Drake and Norris which Elizabeth hoped would destroy the remainder of the Spanish

fleet dissipated its energies and, in her own words, "went to places more for profit than service".

If Spain had established her supremacy over France or had regained the rebel Dutch provinces she would have controlled the whole Channel coast, and England's continued existence as an independent power would have been highly problematical. Elizabeth realized this, and despite the fact that she was, as Wernham puts it, "the not-over-wealthy ruler of a small half-island of limited resources and manpower", she dispatched both money and men to her Dutch and French allies. In the course of these seven years some 20,000 troops were sent to France while another 7,000 saw service in the Netherlands. Aid to Henri IV cost her some £50,000 a year - about a fifth of her entire ordinary revenue - and the total cost of the war in all theatres during this period came to well over a million pounds.

Was it worth it? Wernham has no doubt that it was, for although the English forces were only auxiliaries, and although Elizabeth's more ambitious plans came to nothing, she and her Dutch and French allies did prevent Spain from establishing its control over the whole of Western Europe, and destroying the Dutch republic. By the mid-1590s all the participants in

Faith in class

The Forging of the Modern State: early industrial Britain 1783-1870 by Eric J. Evans
Longman, £14.95 and £7.50
ISBN 0 582 48969 5 and 48970 9

Eric J. Evans provides the penultimate volume in the "Foundations of Modern Britain" series edited by Professor Geoffrey Holmes, a series which, as the editor notes, eschews lengthy narrative wherever possible and concentrates, within chapters short enough to be rapidly absorbed, on the development of themes and the discussion of problems. Yet at the same time they attempt to satisfy their readers' needs for basic information in two ways, by providing, at appropriate stages, skeletal frameworks of events, chronologically ordered, within which the subsequent analysis and interplay of argument can be set; and by placing at the end of each volume a "compendium" of factual data, including statistics, on a scale much greater than that of normal textbook appendices.

This approach works well. Inevitably the choice of events for the skeletal frameworks is idiosyncratic, but Dr Evans' selection admirably illuminates the variety and complexity of the period. Both the frameworks and the compendium are generally accurate, with only a very few trivial inaccuracies, and overall this supporting apparatus will certainly be useful to the student.

The main discussion is divided into four main sections. Three of these deal primarily with political and some social matters within broad period spans of 1783-1815, 1815-1846 and 1846-1870. The fourth main section is placed between the first two "period" sections, and deals with the industrial revolution and its consequences, bringing together the main discussion of economic developments and their social implications. It is of course difficult to divide up political, social and economic material for such a period, but the compromise adopted here works neatly. The style is lively and includes some sprightly and trenchant criticism of historical approaches which do not find favour.

In the main body of the book wide knowledge and a cool, balanced judgment are plainly at work. There is however one area which seems to have caused some problems for the author, as well it might. This is the vexed question of social class and its validity. Sometimes the difficulty encountered here is made obvious, as in the curious description of Prince Albert as "quintessentially bourgeois". The underlying problem is that while the evidence does not satisfactorily demonstrate the existence of discrete social classes in modern Britain, a powerful secondary influence has been exerted by the widespread and persistent faith in their reality. In this book there is no shortage of lucid accounts of the diversities within, and the substantial overlappings between, such hazy concepts as the working class and the middle class. In addition Dr Evans is well aware that such social categories are only valid tools of analysis and description if they can be demarcated from other groups with sufficient clarity and precision for the task in hand. The attempt to define a satisfactory middle class seems to provide particular problems, and the class suggested embraces both commercial millionaires and Lancashire clerks earning £60-70 a year. Awareness of a dangerous lack of homogeneity here leads to the addition of a further criterion:

The only definitional umbrella capacious enough to cover such extremes of income and wealth was the absence of grinding, manual labour which characterized middle-class occupations.

Even this is not entirely adequate; grinding manual labour has not been a common aristocratic trait, and it may even be a description ill-attuned to groups like the skilled printing trades. More convincing is the point that this "middle class" in its incomes "overlapped aristocratic wealth at one end of the spectrum and skilled men's wages at the other". A more sustained consideration of employment and the concept of a social spectrum, and less reliance on the vocabulary of class where its application may be dubious, would have strengthened the argument, though it is hard to discard such a convenient social shorthand.

No doubt these are matters on which very different views will continue to co-exist, and happily these perceptive criticisms can co-exist with a considerable admiration for the perception and clarity which are generally present here. The student of the period will find succinic but reasonably comprehensive discussion of the main topics in political, social and economic history within this key period of transition. In addition he is given references to a well chosen range of books and articles, together with the supporting apparatus already mentioned. No doubt with the best will in the world, Dr Evans has added to the difficulty facing teachers and those who are asked to recommend one textbook to students of this period of British history; it would be ungrateful to blame him for this.

Norman McCord

Norman McCord is professor of social history at the University of Newcastle upon Tyne.

BOOKS

Mental states

Intentionality: an essay in the philosophy of mind by John R. Searle
Cambridge University Press, £20.00 and £7.50
ISBN 0 521 22895 6 and 27302 2

John Searle of Berkeley, California, is one of the American philosophers most worth reading. He combines a sharp intellect and good philosophical sense with a clear, lively, and agreeably pugnacious style. He has a special gift for setting out in a plain and compact manner ideas which are vaguely in the air or found scattered in less taut form in the writings of other philosophers. Unlike many of his colleagues he can write philosophy in a way that makes it appear intelligible and important to those who are not philosophers. These gifts made his *Speech Acts* of 1969 something of a classic textbook for those in other disciplines or other philosophical traditions who wanted an introduction to linguistic philosophy.

Intentionality has the virtues of its predecessor: it sets out to do for philosophy of mind what *Speech Acts* did for philosophy of language. Intentionality is the property which many mental states and events have of being about, or concerned with, or representing, things in the world. According to Searle, intentional states represent objects and states of affairs; the capacity of speech acts to represent is in fact an extension of the more fundamental capacities of the mind to relate the organism to the world by way of such states as belief and desire and through action and perception. Language, according to Searle, is derived from intentionality, and not vice versa, though the understanding of the nature of language is the key to the understanding of the nature of intentionality.

In explaining intentionality Searle makes use of notions such as propositional content and direction of fit which are familiar in philosophy of language. A mental state such as belief is a representation in the sense that it has a propositional content and a psychological mode: its propositional content determines a set of conditions of satisfaction, and its psychological mode determines direction of fit. These notions from the theory of speech acts are used to elucidate the common elements of intentionality and the distinctive features which characterize particular mental states. Thus the belief that it is raining and the wish that it were raining have the same conditions of satisfaction (one and the same state of affairs would make the belief true and the desire fulfilled), but the direction of fit is different in each case: if it is not in fact raining, that makes the belief mistaken, but it does not make the desire mistaken.

From the intentionality of mental states such as belief and desire Searle moves to the intentionality of perception and of action. In visual experience, as in belief, there are features corresponding to propositional content and psychological mode: certain states of affairs provide the conditions of satisfaction for the experience to be veridical, and the direction of fit is mind-to-world. In the experience of acting, as in desire, there are conditions of satisfaction, in this case certain bodily movements and states of the agent; and here the direction of fit is reversed: action is undertaken to bring the world, or a part of it, into accord with what is in the mind. But in the case of perception and action, unlike the case of belief and desire, we have to consider also causation, and its direction, as well as the conditions of satisfaction and the direction of fit. In visual perception, if the experience is to be veridical, it must be caused, in the appropriate way, by the state of affairs perceived; the direction of causation being world-to-mind; and in the case of action if the agent's will is to be effective, the bodily movements must be caused in the appropriate way by the agent's intention in acting. Perception and action, unlike belief and desire, are in this sense causally

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Three recent titles in European history have just been issued in paperback by Longman. All three were first published in 1980. *Capetian France 987-1328* by Elizabeth M. Hallam is reissued at £7.95, as is John Lerner's volume in the "Longman History of Italy" series, *Italy in the Age of Dante and Petrarch 1216-1380*. Henry Kamen's *Spain in the Later Seventeenth Century 1665-1700* is reissued at £8.95.



A Japanese "Haniwa" warrior, one of the hollow clay guardians who kept watch over megalithic tombs. The picture is taken from *The Cultural History of Japan*, with text and photographs by Henri Stierlin, published by Aurum Press at £7.95.

self-referential.

The notion of causality involved here has to be different from the classical Humean regularity account, and in a chapter which regrettably is not in the same sharp focus as the rest of the book Searle offers a criticism of the traditional account, and sketches an alternative view of causation as essentially efficient causation, the making things happen. Searle goes on to restate, in terms of his account of intentionality, the analysis of meaning in terms of speakers' intentions, familiar from his own earlier work and that of Grice: he shows how the intentionality of the mind creates the possibility of meaning and limits the forms it can take.

The last four of the ten chapters of the book are in the nature of appendices. Chapter seven distinguishes between intentionality and intentional; the latter is not the same thing as the former, but is a feature of reports in *oratio obliqua* of mental states and speech acts; its characteristic features differ from those of intentionality, though they are connected with them. Chapter eight argues, against Putnam, that "meanings are in the head": it is in virtue of mental states in speakers and hearers, and not of something else, that speakers and hearers can understand linguistic references. In this and the succeeding chapter Searle defends his thesis against objections based on irreducibly *de re* beliefs (Quine and Burge), on indexical expressions (Per-

ry and Kaplan), and on the causal theory of proper names (Kripke and Donnellan). On this last topic Searle defends a modified descriptivist account.

The least satisfactory part of Searle's account is his insistence that in saying that meanings are in the mind, he means that they are in the brain. Each of us, he maintains, could have all the mental states we now have while being merely a brain in a vat. But this is surely absurd. You cannot form the intention to run for President of the US, or for that matter to get a beer from the refrigerator, without a network of other intentional states, and a background of non-representational abilities. This is emphasized in a perceptive, but tantalizingly incomplete, chapter of the book entitled "The Background". It is a pity Searle did not develop the insights of this chapter; he would have realized that a brain in a vat would lack many of the non-representational capacities prerequisite for meaning. He would also have been drawn to reflect on the enormous importance of the social dimension of meaning, so much emphasized by Wittgenstein, which receives very perfunctory treatment in this otherwise admirable book.

Anthony Kenny

Anthony Kenny is Master of Balliol College, Oxford.

Beyond reason

Morality and Conflict by Stuart Hampshire
Blackwell, £15.00
ISBN 0 631 13336 4

Morality and Conflict brings together a number of Stuart Hampshire's recent important and influential essays on moral philosophy. In a new introduction the author traces in them "a gradual movement of thought" towards the view that reason has no overriding role in morality, and that at the heart of morality are inescapable conflicts which reason cannot resolve.

I am not sure that this is the most convincing way of reading the essays. They seem to me to exhibit not so much a developmental sequence, but rather a set of recurrent themes and preoccupations. I would suggest that they are most usefully read as working out the same ground from different starting-points. I would also suggest that the continuing preoccupations could be seen as a number of dialogues with other philosophies and philo-

sophers - most notably with utilitarianism, with Aristotle, and with relativism.

The most clearly argued essay is on "morality and pessimism", where the dialogue is principally with utilitarianism. Hampshire's criticism of utilitarian morality has a familiar ring - that it fails to do justice to those unconditional prohibitions, marked out by the word "must" rather than "ought", which concern, for example, the taking of life, or sexual relations and the family. Hampshire's moral philosophy is a particular descendant of this tradition. The suggestion is that a set of such prohibitions has the coherence of a particular "way of life" which is culturally inherited. Such a "way of life" is bound up with the customs and rituals of a community, which give meaning to the experienced facts of birth and death and sexuality. It is in these semi-articulate observations, rather than in explicit principles, that this aspect of morality is to be found.

Hence a second defect of utilitarianism - that it presents moral reasoning as the application of a general principle to particular situations, and as a matter of explicit calculation. Hampshire finds a better model of moral reasoning in Aristotle, who features even more prominently than utilitarianism as a point of reference throughout the

Hegel's mirage

Hegel by M. J. Inwood
Routledge & Kegan Paul, £24.00
ISBN 0 7100 959 0

When in 1865 J. F. Stirling published *The Secret of Hegel*, the first serious book in English on that most Teutonic of all philosophers, it was widely believed that Stirling had kept the secret for himself. Hegel is certainly difficult, at times even impenetrable. Indeed, as M. J. Inwood points out he did much to make obscurity respectable. It is his style rather than Kant's which Heidegger should have blamed for giving rise to the superstition that one could not be a philosopher unless one wrote badly, for Hegel's manner of writing is most unattractive, to say the least.

Undoubtedly Hegel is also a controversial philosopher. He appears to have divided his readers into two camps. In the first dwell those who will have no truck with him. On its far border some, like Schopenhauer (and, in recent times, Sir Karl Popper), even think of him as a charlatan, and a dangerous one at that. They believe that Hegel invented a map of the world which does not correspond to reality at all, but gives a malevolently misleading account thereof, even to the point of conjuring up a mirage. In the other camp reside the Hegelians, who not only believe that Hegel's account of the world is correct and profound, but even that the first camp does not independently exist since Hegel's system, by definition, embraces the whole world; therefore, even dissenting philosophers have a place within it. They are, so to speak, unbeknown to themselves, imperfect Hegelians whose systems founder on inherent contradictions. There is possibly also a third group, composed of those who try to sit on the fence, performing a most precarious balancing act.

To what camp Inwood belongs is not entirely clear. He appears to have received much of his training in the first, but he has also climbed over the dividing fence to skillfully move about in the Hegelian world. There, however, he does not seem entirely at ease since he is presumably haunted by memories from his earlier experience. Perhaps he is in fact seeking to cling on to the fence. For throughout his long book he convicts Hegel, painstakingly and consistently of error after error. He tells a forbidding tale of logical mistakes, sleights of hand, lapses into obscurity and fudging of issues. He indicts Hegel of not having understood Kantian epistemology; of making up ontological and epistemological arguments; of confusion when writing about the relationship between religion and thinking; of failing to supply the necessary information on what he thought; of ambiguity; of contradictions (which - alas - Hegel would have considered a virtue); of confusing several arguments without making it clear which thesis or theses he is backing; of having an uneasy grip on traditional philosophical concepts; of

maintaining that a proposition can be both tautologous and empirically false; of writing elaborate nonsense and of expounding the historiographical fallacy when suggesting that Spinoza's early death from tuberculosis proved that his philosophy had broken down on account of its own inherent contradictions. In short, Hegel is proven guilty of almost every conceivable philosophical crime. But does this daunting array of errors sink him? Not a bit. At Inwood's torpedoes are of no avail. The Hegelian battleship sails on unimpeded, miraculously containing all land, all sky and all oceans within it. Moreover, Inwood himself claims that, like Father William, his arguing each case with Hegel has given "muscular strength" to his jaw. Unmistakably he greatly respects Hegel.

Hegel's system, so Inwood shows, has the form of a circle, starting and ending with logic (in so far as a circle has a beginning or end). But it is of course a logic that rejects the law of contradiction. Instead it claims to embrace or supersede contradictions by means of the dialectical process. Thus, the system cannot be refuted. In the Hegelian system everything in the world is related and thus taken account of, making it possible to deduce the laws governing empirical reality, that is nature and history, from pure (Hegelian) logic. Believe that who may, that view of the role of logic calls for dissent. So should Hegel's claim, at the core of his doctrine, that to call things in themselves unknowable, as Kant did, in fact entails knowing something about them.

In his survey of Hegel's system, Inwood gives little space to his writings on politics and history. This is rather a pity, given the impact which he has had in these fields. He could have thus exposed more fully many of Hegel's absurd and obscurantist historical assertions and above all protested against his all-embracing judgments on the whole of history. But Inwood does conclude that for Hegel philosophy ended with him. "The owl of Minerva spreads its wings only when the dusk falls" in Hegel's own pages.

Hegel is, of course, as Inwood points out, the philosopher who wishes to have his cake and eat it. That, together with his obscurity, is one of the main reasons for his wide appeal. But it leads to complacency, to the belief that because things are as they are, they ought to be as they are, and that might is right.

Inwood's patient and conscientious efforts to analyse Hegel's system in the spirit of sympathetic criticism are like neither to please orthodox Hegelians nor protect Hegel from his enemies. Those who wish to see how a Hegelian approach could have some genuine appeal might find a book along Hegelian lines, such as Michael Oakshott's *Experience and Its Modes* (1933), more to their taste than Inwood's thorough analysis. But in no respect Inwood is almost bound to be right: his prediction that we have not heard the last of Hegel promises, or rather threatens, to come true.

Hans Reiss

Hans Reiss is professor of German at the University of Bristol.

and avoidable unhappiness or offend accepted principles of fairness." Is this after all a return to some kind of utilitarianism? No, says Hampshire, since the adoption of any particular morality is always "underdetermined" by these requirements.

I am not sure that this position can be consistently maintained. If the requirements of utility and justice are always relevant, it would seem that any two moralities can always be compared in these respects, so that we are bound eventually to reach a judgment that one particular way of life is the best. To avoid this conclusion, Hampshire must maintain that the requirements of utility and justice can be opposed by other, countervailing considerations. It will then be possible for someone to say that though morality A may arguably cause less unhappiness than morality B, he adheres to morality B just because it is the morality of his own particular community. Hampshire's position does, then, look like a form of relativism - and perhaps it is none the worse for that.

Richard Norman

Richard Norman is senior lecturer in philosophy at the University of Kent.

BOOKS

Roman frontiers

Rome's North-West Frontier: the Antonine Wall
by W. S. Hanson and G. S. Maxwell
Edinburgh University Press, £17.50
ISBN 0 85234 416 9

The most distinctive feature of Roman frontier policy is that there was no such thing, or at least that it was subject to the most violent fluctuations. Nowhere is this more evident than in northern Britain. The great frontier which we know as Hadrian's Wall had been completed in AD 137, only a few years before renewed advance northward rendered it obsolete. The frontier which replaced it, known generally as the Antonine Wall, did not remain in being for long and Hadrian's Wall was once more brought back into commission.

A few decades later a massive expedition was mounted to conquer and occupy Scotland. The attempt was successful in the short term but Roman forces were soon withdrawn, again to Hadrian's frontier-line, and there the aim of the total conquest of Britain came to an end. The Antonine Wall thus marks one episode in a lengthy story, one which cannot be claimed as a major military success, whatever the emperor Antoninus Pius and his generals thought of it.

The wall, a great rampart of turf and clay which linked the Firths of Forth and Clyde, is not among the most visually impressive of Roman frontier works, a fact which may help to explain why research on its problems made relatively slow progress for so long. Following the great survey of the frontier by Sir George Macdonald in the 1930s, the main outline seemed clear. It remained only to fill in detail. The assumption was that work during the past two decades had advanced knowledge of the Antonine Wall in a remarkable degree. Elements in the scheme seemed to have been known for twenty years can hardly claim to have been a total triumph and the authors provide a fairly cool assessment of what it achieved. The truth seems to be that it was a much better planned and effective device than had appeared for so long, but that it was an adjunct of a general policy which was doomed to failure. Since Roman arms could not hold on to the whole island, an artificial frontier had to be constructed elsewhere. Military emergencies elsewhere were always likely to demand troops from Britain, so that the British garrison could not be overstretched at any time. As a hold on northern Scotland did just that, the more northerly frontier was given up. This was a lesson that had to be learnt again early in the third century, on that occasion successfully. The result was a stable frontier for a century.

Before taking us to the Antonine frontier, the authors briefly describe the forces which opposed them in northern Britain, and the Roman invasion from the late first century leading up to the establishment of Hadrian's Wall. There are several surprising judgments. To see Claudius as an expansionist "with almost Republican motivation", but without "political credibility" is to misunderstand his position and outlook. And few will dispute that the policy of deliberate "frightfulness" which, we are told, drew the Caledonians to battle at Mons Graupius was anything other than normal Roman procedure, dwelt on in this case by Tacitus.

Description and analysis of the frontier works are set out with exemplary clarity in the main, although the general maps of the wall are small and rather schematic. The wall has now emerged as a work which passed through a much more complicated building sequence than was believed until very recently. Not only is a series of apparently primary fortlets, being distinguished by the garrison forts are now seen not to belong to a single building operation. In general, the design of the Antonine frontier is closer to that of its modified Hadrianic predecessor, the most obvious difference being the apparent absence of any counterpart to the towers on Hadrian's Wall. The chapters on the anatomy and the building of the wall, however, the archaeological detail, typically and economically. Fact and hypothesis are easily distinguishable, as is entirely proper on ground which will still be fought over.

The history of the frontier is recorded a chapter of its own, which is a statement of what has already been presented in other publications. The main foundation is still the 1937 book by Sir George Macdonald, which is a valuable and useful study of the frontier, and is well worth a further reading.



Part of the mosaic floor depicting the Rape of Europa, in the dining-room of a Roman villa at Lullingstone in Kent. From *The National Trust Guide to Prehistoric and Roman Britain* by Richard Muir and Humphrey Welfare, published by George Philip at £12.50.

means that the first phase ended in the early reign of Marcus Aurelius, and this was almost immediately followed by reoccupation and then final abandonment about AD 164. Thereafter, the military crises on the Danube frontier meant that little serious attention could be paid to northern British problems for twenty years; and even then the peace was precarious.

A final chapter addresses the "practically unanswerable" question: "success or failure? A frontier which lasted for twenty years can hardly claim to have been a total triumph and the authors provide a fairly cool assessment of what it achieved. The truth seems to be that it was a much better planned and effective device than had appeared for so long, but that it was an adjunct of a general policy which was doomed to failure. Since Roman arms could not hold on to the whole island, an artificial frontier had to be constructed elsewhere. Military emergencies elsewhere were always likely to demand troops from Britain, so that the British garrison could not be overstretched at any time. As a hold on northern Scotland did just that, the more northerly frontier was given up. This was a lesson that had to be learnt again early in the third century, on that occasion successfully. The result was a stable frontier for a century.

Malcolm Todd

Malcolm Todd is professor of archaeology at the University of Exeter.

Iron age hillfort

Danebury: anatomy of an Iron Age hillfort
by Barry Cunliffe
Basilford, £14.95
ISBN 0 7134 0998 3

The hillforts of the Iron Age are among the most prominent of archaeological monuments in our landscape, and have regularly attracted the attention of some of the leading excavators of successive generations. It may seem surprising, therefore, that so little is still known about them, and in particular about their role in the social and economic organization of pre-Roman Britain. This book, however, by the author of the recent *Iron Age in Britain*, is a valuable and useful study of the hillfort, and is well worth a further reading.

adequate examination of such large and complex sites, and the results that have now been, or soon will be, obtained from such projects will increase dramatically our understanding of the Iron Age.

One of the most important of this new generation of hillfort excavations has been that at Danebury, near Stockbridge in Hampshire. The results of the first ten years' work (1969-78) are shortly to be published in a detailed form by the Council for British Archaeology, but in the meantime the present volume offers us a more popular account of the entire work to date. It is designed to be not only a history of the site but also the story of the initiation and development of the project.

For the non-archaeologist it provides a lively and readable account of man's use of the hilltop of Danebury, and particularly of that period in the Iron Age when it was fortified and occupied. For more than 400 years until about 100 BC Danebury was permanently settled and for the last 300 years it was a regional centre of considerable social and political importance. Cunliffe describes well the way in which the archaeological record can be elucidated, to provide the essential chronological framework against which the successive phases of defences, of gateways and of internal plans can be set. He gives us also his depiction of this archaeological record in terms of the way of life of a past society, emphasizing perhaps to excess that much is guesswork, and that much else cannot be recovered. There is a widespread and deeply felt interest in our past, and it is only right that such public curiosity should be given the serious but comprehensible books that it deserves.

The specialist too might find this book of interest, as an introduction to or gloss on the technical complexities of the forthcoming report. It is more complete and more up-to-date than any of the interim statements of Cunliffe's views of Danebury's role in the development of Iron Age society, but those familiar with his views will find little new here. Indeed, they will look forward to the full report for detailed arguments and evidence for some of the interpretations which are offered here, perhaps understandably in a book of this sort, without such full support. In particular, the critical questions of Danebury's role as a redistributive centre and of the role of hillforts and then to the development of some of them into regional centres. On redistribution, Cunliffe can show that some of the grain at the site was brought in from immediately surrounding areas, and that a good case can be made for more than merely local production, but the evidence for a similar role with respect to other items, such as wool, or as a distribution point for non-local commodities such as salt and metals, remains arguable.

On the causes of social change in the Iron Age, Cunliffe emphasizes population growth as the stimulus to complexity, although it is far from clear why population was expanding, or what the particular advantage of hillforts was which enabled Iron Age society to overcome such problems. In other parts of England where it would also be possible to adduce similar evidence, the population growth, there are no hillforts, equally, in other areas where there are hillforts, their role seems to be completely different.

Clearly the problem is a complex one, but it is only through extensive (and expensive) projects such as that at Danebury that parts of it at least will be solved.

T. C. Champion

T. C. Champion is senior lecturer in archaeology at the University of Southampton.

Viking age

Kings and Vikings: Scandinavia and Europe AD 700-1100
by P. H. Sawyer
Methuen, £7.50 and £3.95
ISBN 0 416 741800 and 741900

In 1962 Peter Sawyer published his iconoclastic book *The Age of the Vikings*, emphasizing the unreliability of much of the accepted historical evidence on the Vikings. In it, he endeavoured to overthrow a number of scholarly assumptions—for instance he attempted to minimize both the size of Viking fleets and armies, and the density of their settlement in England. The book has since been the subject of a series of inter-disciplinary symposia where specialists challenged and discussed Sawyer's ideas, and partly as a result of these deliberations a second edition followed in 1971. Professor Sawyer has now fulfilled his ambition to attempt a more synthetic work.

Sawyer creates his survey of events in Scandinavia and Europe between AD 700 and 1100 from a combination of the available sources which are in turn critically assessed for their contemporary relevance. This is a medievalist's laudable attempt to provide a more rounded picture of the Vikings, and it is a pleasure to be informed and stimulated.

scholarship, but what they, or the learning that they have generated, can contribute to a better understanding of the Scandinavians in the ninth and tenth century is more doubtful.

As an historian, Sawyer's greatest strength lies in his handling of the contemporary written evidence, including the contents of runic inscriptions. This he makes successfully with the findings of place-name scholars and numismatists, but he is less sure—and certainly less comprehensive—in his treatment of the archaeological evidence, although he does offer up-to-date summaries of the results of several recent investigations, such as those into Danish rural settlements and iron-extraction in Norway. Clearly, however, it was not his intention to attempt a balanced overall survey of the Viking age throughout the Viking world; instead, the geographical scope of the book is deliberately limited to Europe so that the Norse in Greenland and North America receive only passing reference.

Sawyer is a prime advocate for the school that believes the Vikings to be much maligned, arguing that they were no more violent and brutal than their contemporaries. There are those who feel, however, that the pendulum of modern scholarship has now swung too far in that direction. He cannot of course deny that the Vikings were destructive, but he is at pains to point out that "they often made a very positive and significant contribution to the development of western Europe, especially as conquerors and colonists".

In an interesting chapter on Scandinavia and Europe before 900, Sawyer traces the causes of Viking activity back to the links established in the first four centuries AD between the Roman Empire and Scandinavia. Recent archaeological work on sites like Ribe and Dankirke in Denmark has shown that there was a significant increase in imports from western Europe reaching Scandinavia in the eighth century. Sawyer argues that the development of the sailing ship in Scandinavia and the Baltic, which made possible the raids and conquests, the commerce and the settlements, was a direct result of this trade, including the stimulus provided by the competition between traders and pirates. This growth in commerce not only encouraged piracy, but also resulted in the increased power of those rulers who were able to protect and control the traders and trading places. Many of the earliest Viking raiders who sought victims in western Europe were royal exiles—the defeated rivals of those successful rulers.

After tracing the development of Scandinavian society, including the impact of Christianity, Sawyer concludes that "the Viking leaders of the eleventh century, if not of the tenth, had perhaps a better claim than their predecessors of the early Viking age to be considered kings rather than pirates".

Sawyer's stated hope is that he has again written a book that will soon contribute to its own obsolescence by stimulating debate, particularly about his new and potentially controversial theories. In a chapter on the Baltic and beyond, for example, Sawyer sets out to destroy the general assumption that Islamic silver reached the Baltic and Scandinavia as a result of an active trade between Scandinavia and Russia, and to substitute the hypothesis that this silver was obtained by plunder or tribute. He cannot deny the (growing) evidence for internal trade within Scandinavia nor for the activities of the northern merchants (or *Rus*) resident in Russia. He argues only for a hiatus between these two commercial networks, linking them instead by Viking violence. It is a theory based on various strands of evidence, which are open to criticism and alternative interpretation—one that needs to be developed elsewhere in the documented detail so that it may be properly analysed and (if necessary) refuted. This is all the more necessary as Sawyer also offers the same explanation for the means by which German coins reached Scandinavia in the late tenth and eleventh centuries, for which trade has similarly been the generally accepted explanation.

Kings and Vikings is no cautious general account of the Viking Age, but rather a selective survey by which it is a pleasure to be informed and stimulated.

James Graham-Campbell

James Graham-Campbell is reader in medieval archaeology at University College London.

BOOKS

A form of words

Child's Talk: learning to use language
by Jerome Bruner
Oxford University Press,
£11.00 and £5.95
ISBN 0 19 857613 7 and 857511 4

Jerome Bruner, in a career which has included the directorship of the Harvard Center for Cognitive Studies and the Watts chair of experimental psychology at Oxford, has established himself as one of the leading developmental psychologists of the second half of this century. Since the beginning of the 1970s he has devoted a good proportion of his intellectual energies to the study of first language acquisition, and this small book represents an attempt to synthesize the results of a decade's research into a coherent position. This position embraces a small number of fundamental points.

First, Bruner believes that an appropriate focus for language acquisition research is the development of the use of language, as opposed to the child's developing knowledge of grammatical form. Broadly speaking, he locates his sympathies within speech-act theory, although only passing contact with the better-known work in this area (for example, that of Austin, Searle and Grice) is established in the book.

Second, Bruner feels that examination of the use of language and the contexts in which it arises may well reduce the extent to which the child has to be credited with a priori linguistic knowledge. Nativist accounts of language acquisition emphasize the role of such knowledge, and while Bruner does not reject this position, he does display an ambivalence towards it throughout the book. In so far as he accepts it, his acceptance is grudging and his own proposals are clearly empiricist in spirit.

Finally, the aspect of the linguistic (and cultural) environment which Bruner feels to be of major importance is the "format"—a stereotyped interchange between mother and child which evolves as the child develops—and such formats constitute what Bruner refers to as the Language Acquisition Support System (LASS). Effectively, what is being proposed here is that the child's linguistic and non-linguistic environment, far from being unstructured and relatively unimportant in first language acquisition, display a structure which is extremely helpful in the task confronting the child. This environmental structuring is then seen as operating in conjunction with the child's a priori Language Acquisition Device (LAD), and Bruner's hope is that the importance of the latter may be reduced by careful study of the LASS.

One can get some feel for formats from some of the examples Bruner discusses, all of which are based on his work with two child-mother pairs, the children's ages ranging from three months to two years. For example, text with the better-known work in this area (for example, that of Austin, Searle and Grice) is established in the book.

Now it might be felt that peek-a-boo has only tangential significance for language learning, and it is not on this

that Bruner's main case rests. He argues that stereotyped interactions also play an important part in the development of the child's ability to refer and to formulate requests, the central chapters of the book being devoted to these two topics. The discussion of requests is rather amorphous, so here I shall only briefly consider reference.

In the early months object highlighting—bringing an object into the child's visual field with an accompanying exclamation or use of the object's name—is a predominant feature of mother-child interaction. It is important for the establishment of joint attention, a prerequisite for successful referring. Later, the mother of one of the children engaged her son in an extremely rigid routine centered on picture books. Features of this routine included queries about the names of pictured objects, production of the names by mother and child, and confirmation of the child's names by the mother. This seems to provide a particularly clear instance of what Bruner means by a format, and, as in the case of peek-a-boo, the child becomes a more active participant as he gets older, vocalizing at appropriate points in the sequence of events, supplying queries and names himself, and so on.

What is one to make of this sort of observation? The notion of a format, while lacking rigorous definition, has a good deal of intuitive content; to note the existence of such formats and trace the ways in which their details vary and develop is worthwhile. However, I have a number of serious reservations concerning the broader significance of Bruner's enterprise.

First, there is no attempt to provide an explanatory account of why and

commercial applications have so far been limited, but this should be remedied by the increased availability of decent compilers.

The guide does not assume any previous knowledge of other programming languages. It is not, however, a beginner's book, as some general knowledge of computing is necessary. For a practical programmer interested in learning the language and who has access to an "RS" Algol 68 system, it is essential reading. Programmers who only have access to Algol 68-R compilers, however, may find it confusing: it is no substitute for the HMSO guide to Algol 68-R, written by the same authors.

University departments usually teach Pascal as a first programming language. There is a strong case, however, for teaching Algol 68 later in the course, and many universities do this as part of a second-year data structures course or an advanced course in programming languages. This very readable guide should prove a popular purchase among students on those courses. Its authors have wisely avoided the use of two-level grammars (as used in the formal definition), but have still managed to achieve a well-presented description of the central principles of the language.

V. J. Rayward-Smith

V. J. Rayward-Smith is senior lecturer in computing studies at the University of East Anglia.

Wave physics

Vibrations and Waves
by W. Gough, J. P. G. Richards and R. P. Williams
Ellis Horwood, Wiley, £27.50 and £7.50
ISBN 0 8512 581 3 and 582 1

Written from the viewpoint of a physicist, this book presents a carefully developed elementary account of the basic linear theory of vibrations and waves. The pace is reasonably slow, with the mathematical prerequisites required being modest and well within the capabilities of the first-year and second-year physics and engineering undergraduates for whom the book is intended.

The physical illustrations against which the theory is developed are standard in nature and seem rather more suitable for physicists than for engineers, especially since topics such as the vibration of membranes and surface waves on liquids are omitted.

Students should find this well-written book useful, despite the fact that there is no bibliography.

Alan Jeffrey

Alan Jeffrey is professor of engineering mathematics at the University of Newcastle.

Algol guide

Guide to Algol 68 for users of RS systems
by P. M. Woodward and S. G. Bond
Edward Arnold, £5.95
ISBN 0 7131 3490 9

As its name suggests, the programming language Algol 68 was originally designed in 1968 as a development of the earlier language, Algol 60. Although Algol 68 inherited many of its predecessor's control structures, it nevertheless represented a considerable advance as it provided the programmer with an opportunity for writing clearer, more efficient and less ambiguous code. Sophisticated compile-time checks also enabled program development time to be significantly reduced.

One of the first implementations of Algol 68 was undertaken by researchers at the Royal Signals and Radar Establishment (RSRE). As they found that some features of the language were difficult to implement, their first compiler was for a dialect of the language known as Algol 68-R, which is still widely used on the ICL 1900 series of machines. From the experience gained at RSRE and from that of other implementors, an International Federation for Information Processing working group produced a revised version of the language known as Algol 68 (revised). First published in 1975, this now represents the official version of the language, but differs fairly significantly both from the original version and from Algol 68-R.

Algol 68 (revised) was also implemented by RSRE and the resulting compiler is the core of all the "RS" Algol 68 systems, first intended for large mainframe computers such as the ICL 2900 series and the Honeywell Multics but now available on a range of intermediate microcomputers. As the compiler is now referred to the official (revised) version of the language, it is particularly useful. Woodward and Bond have been central figures in the implementation of Algol 68 at RSRE, and so are well qualified to describe the language, their text may be seen as the culmination of their efforts.

After a somewhat unsteady start, Algol 68 now has a secure future as a general-purpose high-level programming language. Compared with other such languages (for example, Pascal), it has an impressive range of facilities and an appealing design philosophy. Although Algol 68 has been widely used in scientific programming, it

the evolution of life-history and reproductive strategies, the question of group selection, elementary sociobiology, the selfish gene versus the selfish organism question, cladistics, punctuated evolution and the puzzle of sexual selection are all treated, as well as more elementary matters of Mendelian inheritance and molecular biology. The style is clear, and in 100 pages necessarily brief.

The book will form an excellent core text for advanced courses; though not intended to provide full coverage in itself, it can be recommended as the sort of combined stimulant and irritant that persuade students to read the references—judiciously chosen—and ask questions.

What are the answers? Calow takes an organisms approach: his own favoured route to understanding evolution is to place the development and engineering of the animal between the dilemma of population genetics (of providing an account of the dynamics of whole genomes in entire populations) and the non-operational concepts of adaptation. However, he would not claim to see the actual solution any more clearly than the rest of us.

John R.G. Turner

John Turner is reader in evolutionary genetics at the University of Leeds.

Genetic questions

Evolutionary Principles
by Peter Calow
Blackie, £13.95 and £6.95
ISBN 0 216 91396 9 and 91395 0

Modern evolutionary theory is frequently criticized on two grounds: that it is reductionist and that it is adaptationist. Whether or not either of these approaches by itself would be valid, a theory which makes use of both approaches is clearly inconsistent: reduction involves looking at life as a series of molecules or genes; adaptation is a property of whole organisms.

A tradition of organicist natural history, going back beyond Darwin, has been wedded to a necessarily simple mathematical theory of genes in populations developed in the 1930s.

In *Evolutionary Principles*, Peter Calow seeks to introduce undergraduates to the problems raised by this inherent contradiction. It is an original thing to do, and I know of no other book that tries to look at evolution from so wide a perspective. Conventional reductionist population genetics, the function and evolution of sex,

that Bruner's main case rests. He argues that stereotyped interactions also play an important part in the development of the child's ability to refer and to formulate requests, the central chapters of the book being devoted to these two topics. The discussion of requests is rather amorphous, so here I shall only briefly consider reference.

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how formats change; nor is there any detailed attempt to make contact with a single linguistic issue. It is one thing to observe formats and to believe that they are involved in some way in the ontogenesis of an aspect of language structure. It is quite another to spell out the details of that way.

Second, Bruner's grasp of modern linguistics, as revealed in this book, is not extensive. This is amply illustrated by his horribly confused discussion of universal grammar and deep structure and the cavalier interchanging of intonation and stress. One cannot be optimistic about the fate of a venture based on such radical misunderstandings.

Third, the notion of a format will ultimately have to carry a great deal of weight, but even in the present text the script-like structures which characterize the examples I have cited is not apparent in other cases.

More generally, publication of selections of data, the interpretation of which often seems to be principally a function of the enthusiasms of the researcher, is not convincing. Apart from drawing attention to the possibility of formats having some part to play in the process of first language acquisition, my conclusion must be that there is little of value in Bruner's book.

One further grumble: the tables in the book are, on the whole, poorly annotated and not always easy to make sense of—a difficulty exacerbated by an occasional lack of correspondence between figures in the text and the tables.

Martin Atkinson

Martin Atkinson is lecturer in the department of language and linguistics at the University of Essex.

Genetic questions

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BOOKS

SOCIAL ADMINISTRATION

Family Policy

The Family, Law and Society: cases and materials
by Brenda M. Hoggett and David S. Pearl
Butterworth, £26.00 and £16.95
ISBN 0 406 59591 7 and 59590 9

The law relating to the family has changed dramatically over the past fifteen years. It has responded to the enormous social changes that have been taking place, in particular concerning divorce and state intervention for the protection of children. The legal changes have taken place through large numbers of legislative reforms, prompted particularly by the reforming activities of the Law Commission, but also through an unprecedented increase in family cases coming to court for judicial decision.

But it is not only the law itself that has changed. The teaching of family law has also been transformed, from a black-letter approach which concentrated on detailed legal rules and procedures, to a law-in-context approach which seeks to locate the legal rules in a social framework, to understand how the law actually operates in practice, to explore the social explanations for the rules, and to examine critically the social impact of the rules on the lives of ordinary people, the consumers of the system.

Hoggett and Pearl's book is a testament to this new approach to family law. This is not a legal textbook. Indeed even after assiduous reading of this enormously long work of 656 pages, much of it in small print, the reader will not have been provided with a systematic account of family law. For that he must look elsewhere. What the reader will find is an admirably successful attempt to set the law in a broader social, economic and historical context. He will find extracts from an enormously wide range of social science literature, ranging from the empirical, to social policy, to philosophical materials. Indeed it is both an example and a tribute to the academic legal profession that Hoggett and Pearl, both lawyers by training, have been able to grasp and use effectively such wide-ranging non-legal literature to illuminate the policy issues behind current family law and its operation. The book ranges over the whole field of family law, from marriage and divorce, to cohabitation, and the legal issues concerning children. The space given to the issues is indicative of the main concerns of the subject. Thus five chapters are concerned generally with financial and economic issues arising from marriage and divorce, and seven chapters are devoted to children. There is also an important last chapter dealing with the current controversy

over family courts and divorce conciliation procedures. This cases and materials book will therefore provide a mass of material for all those concerned with family law in its widest sense. Lawyers will benefit from greater understanding of why the law is as it is and why it may need reforming; those interested in social policy and social administration will be introduced to the debates which inform the present law.

But the very virtues of this book are also its drawbacks. This is not an easy book to digest. Indeed one could not sit down and read it at one go. One needs to delve into parts of it, slowly, with pause for reflection. It also leaves a lot to the reader; extracts are interspersed with questions put by the authors. It is a very sophisticated book, which will be much more rewarding to someone already quite familiar with the subject-matter. As a teaching aid for students, for which it is intended, it will need very careful guidance from the teacher, but will, if used to its full, be enormously rewarding.

Susan Maldment

Susan Maldment is senior lecturer in law at the University of Keele.

Chocolate soldiers

Private Philanthropy and Public Welfare: the Joseph Rowntree Memorial Trust 1954-1979
by Lewis E. Waddilove
Allen & Unwin, £15.00
ISBN 0 04 902006 4

What kind of man was Seebohm Rowntree's father? I would trade in many of the photographs of progressive housing developments in this volume for a portrait of the founder of the three trusts which bear his name. The memorandum which he wrote for his fellow trustees in 1904 reveals a liberal non-conformist of his time, concerned with "the great scourges of humanity", yet proposing to combat them not by easy amelioratives but by provision based on a realistic understanding of their structural causes. His proposals ranged from housing and a good environment for living to combatting unscrupulous business intruding through an independent press - C. P. Scott behind the cocoa counter. Rowntree saw that issues would change, and went to great pains to avoid laying any rigid commission on succeeding trustees: they were to respond appropriately to the needs of their own time.

This book is an account of how, in the light of that instruction, the Joseph Rowntree Village Trust became the Joseph Rowntree Memorial Trust, supporting research which would inform and justify progressive social activity. In 25 years the trust has achieved an impressive record of work: a large number of studies on housing, part of the initial funding of the National Institute for Social Work and the Centre for Studies on Social Policy (later part of the Policy Studies

Suitable cases

Mental Health Social Work Observed by Mike Fisher, Clive Newton and Eric Sainsbury
Allen & Unwin, £14.95 and £6.95
ISBN 0 04 360061 1 and 360062 X
Social Work and Mental Illness by Alan Butler and Colin Pritchard
Macmillan, £12.50 and £4.95
ISBN 0 333 32704 7 and 32705 5

Mental Health Social Work Observed is too modest a title. The observation is systematic, perceptive and includes the point of view of social workers, clients and other professionals in addition to that of the authors. Social work of any sort is notorious for the sparsity of research into its effectiveness and, as the authors state, the last published research in this particular field was that of Rehn and Martin (*Patterns of Performance in Community Care*) back in 1968. Since then there have been significant changes in the organization of both social work and health services and

considerable criticism that community care for the mentally ill has deteriorated markedly since the demise of specialist departments.

This work makes no direct comparison then with now, but it does give a reasonably clear picture of community based social work with mentally ill people and their families in one (unidentified) shire county of England in 1979. Three areas were studied (a city team, covering both inner city and suburban sections, a town team, covering two industrial towns, and a rural team, which included small market towns in its pastoral spread) as was the emergency duty team which covered the whole county out of hours - night time including a high proportion of emergency referrals. Social workers in the teams and fellow professionals (mainly psychiatrists, GPs and hospital based social workers) were interviewed about their general feelings and assessment of the service offered by the county; social workers with long-term cases and their clients were interviewed for their particular impression and assessment of the service as offered to individuals. Furthermore, the researchers spent time with the four teams, discussing and observing their day to day functioning, including the activities of social workers involved in compulsory admission to hospital. To back the observation there was careful collection of written data on all cases.

Although, with very few exceptions, the social workers were friendly and cooperative, their frequent reaction was: "I don't know why you're bothering to study that - we don't do any." However, after their work the authors can state: "Not only do social workers do mental health social work, some do it very well and some clients receive considerable appropriate help." The discrepancy seemed due mainly to two factors. First, the researchers formulated a social work definition of mental illness which combined assessment of an "impaired mental state" with "impaired social functioning" so that workers were not required to label their clients with a medical diagnosis. Secondly, social cases where a client met the criteria were categorized under a heading such as "children at risk" or "elderly". The impression of low priority being accorded to sufferers of mental illness (unless their suffering impinged on their children) was confirmed.

Another interesting discrepancy was that clients often felt satisfied with the service they were receiving when their workers felt highly dissatisfied with the service they were offering. The difference lay in perceptions of need. Clients wanted a sort of friendship, long term and open ended, where their social worker was interested in their troubles, feelings and point of view (though not "invasively"), was available in times of stress and showed concern by giving practical help. Unsatisfied clients expressed the same need but had not found it met. Social workers on the other hand felt they should be actively contributing to improvement and change and often felt depressed that they continued to be needed.

I hope this book is widely read, not only for these and other interesting findings but also for its sound and thoughtful contribution to perennial debates (defining mental illness, the place of client satisfaction in assessing a service, conflict between social and medical priorities) and for the mixture of practicality and passionate advocacy of its recommendation (addressing social work's therapeutic role, training, supervision, management structures and attitudes, an agreed procedure for regulating consent between doctors and social workers, a code of practice for the Approved Social Workers, newly required by legislation). I would have liked some explicit discussion of the Barclay Report (1982) with its emphasis on mobilizing caring informal networks in the community and its compatibility or otherwise with the development of an individual, therapeutic role advocated here.

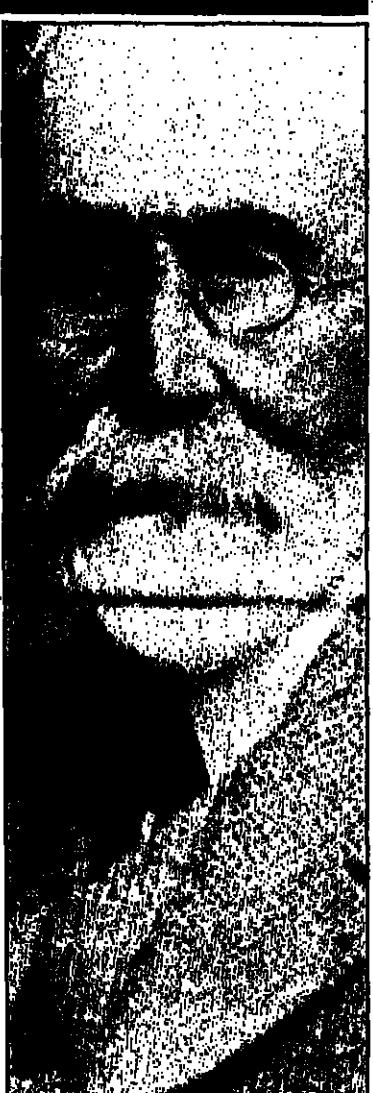
The research resources were limited and its scope consequently limited too. It was not possible, for example, to interview clients who had had only brief contact with the service although these numbered over 80 per cent. I was encouraged, however, by the amount that was achievable with a relatively modest input and hope devoutly it may serve *poor encourager* *les autres*.

Social Work and Mental Illness starts from a premise which was confirmed by the above research: in the field of mental health, social workers "often feel sceptical about their ability to intervene or offer effective help". Written for such workers, it is a clear and basic text for those trained in general practice and without experience of mental illness. Like Sainsbury and his colleagues, the authors advocate a therapeutic role, giving essential ground rules and then proposing an eclectic, integrated approach, synthesizing a variety of techniques whose usefulness is supported by a presentation of research findings. The authors advocate cooperative work, outlining the attitudes and diagnostic treatment methods customary in British psychiatry today. They examine emotive emergencies, including suicide, recognizing the direct and indirect effect of society's fears and prejudices on social workers.

This is a worthwhile book for its target group; and for students, and the penultimate chapter, giving a concise, clear and up-to-date outline of the legislation of most concern to social workers, is invaluable.

Jill Ford

Jill Ford is lecturer in the department of social administration and social work, University of Glasgow.



Joseph Rowntree, the cocoa magnate and social reformer (1836-1925), father of Seebohm Rowntree.

John Lansley is lecturer in social studies at the University of Liverpool.

A bleak picture

Policies, Programmes and Disadvantage: a review of the literature by Roger Fuller and Olive Stevenson
Heinemann Educational, £6.50
ISBN 0 435 82330 2

Why have social policies failed so far to bring much significant relief to disadvantaged families and localities? In search of answers to this question Roger Fuller and Olive Stevenson examine the major trends in policy and research relating to income, maintenance, the personal social services and positive discrimination programmes, with special attention to families with young children. Their conclusion is sombre: "The outcome of intervention presents a bleak picture, conspicuously lacking in success stories."

The genesis of this study dates back to 1972 and 1973 when Sir Keith Joseph set up a study of social disadvantage. Fuller and Stevenson

remind us that Sir Keith's approach was conceptually oversimplified from the start. Nevertheless the various research initiatives which he sponsored have increased our understanding of the causes of disadvantage and deprivation, and may in the longer run help us to make our policies more effective. The complex relationship between research and policy-making is one of the main themes in this valuable analysis.

Fuller and Stevenson start by reviewing the key concepts, the extent and nature of poverty and its links with other kinds of deprivation. They go on to discuss the development of social security policies, with particular reference to the "poverty trap", adequacy of benefits and variations in the take-up of benefits, and the growth of complexity and discretion. Although this part of the study lacks analytical range and depth, it still serves as a useful prologue to the subsequent discussion of the links between income maintenance and social work.

In their analysis of research and policy trends in the personal social services the authors draw attention to the deleterious effects of frequent and often ill-devised administrative

changes on the quality of social work intervention, especially in cases of child abuse. They point out that the provision of cash aid by social workers under the Acts of 1963 and 1980 has lost effectiveness because consistent ground-rules have never been evolved and discretion has been exercised with little imagination. Consequently some important demarcation issues have yet to be resolved between social work and supplementary benefits.

In dealing with research on deprived families, adoption and fostering and residential and day care, the authors summarize the main findings and knowledge as well as persisting deficiencies in provision. The survey ends with chapters on two aspects of positive discrimination - pre-school compensatory education and community-based types of intervention in deprived areas. These are the areas of policy in which ideology has helped to polarize opinion about the relative importance of personal and structural causes of disadvantage, but the outcome of policy have done little to improve the quality of life for those on the receiving end.

The authors conclude with a modest

sarily brief attempt to link these trends in policy and research to pluralist and Marxist frames of reference. They offer no single answer to the original question, preferring to advance several partial answers to what has proved to be a multiple array of interconnected problems. Social work might be more effective if its aims were more specific, its results more critically measured and the limits of its competence more modestly defined. Personal social services will not compensate for the serious economic disadvantages which are not adequately relieved by present levels of income maintenance. These are some of the service deficiencies which make it very difficult to estimate accurately the relative importance of the personal and structural causes of disadvantage. The authors of this very useful book are to be congratulated on their clear and equitable analysis of a complex subject.

Robert Pinder

Robert Pinder is professor of social work studies at the London School of Economics.

BOOKS

SOCIAL ADMINISTRATION

Radical activists

Community Against Government: the British Community Development Project 1968-1978: a study of government incompetence by Martin Loney
Heinemann Educational, £15.00 and £6.50
ISBN 0 435 82545 3 and 82546 1

Yet another book about the Community Development Project? The last of the 12 local projects ended as long ago as 1977 and, at a total cost of about £5 million, CDP at its height was no more than a modest chapter in British urban policy. Why has it attracted so much attention?

Martin Loney's answer might be that this new book contains fresh material from internal files passed to him by ex-CDP staff. With the help of these he can offer detailed documents

about what went on inside the projects and inside government, particularly the Home Office, as civil servants anguished over what to do about the embarrassing irritants they had created. But, useful though the new evidence is, it does not in itself explain the continuing interest in the subject.

The reason for that lies, I think, in the way the CDP episode has been presented by some of those on the left. According to their account, the CDP workers, who had started off in a spirit of hope and idealism, were led by their experience in deprived areas to the recognition that the original CDP approach was ineffective in tackling the fundamental problems. In the jargon, they renounced the initial "social pathology" explanation of poverty in favour of a "structural" one. Reluctantly, they came to realize that what was needed was nothing less than the overthrow of capitalism. When they explained this publicly, their project was, perhaps not surprisingly, aborted by unsympathetic civil servants and Ministers.

Though the narrative contains some elements of truth, it is largely myth. Loney's own position on it seems to be ambivalent, perhaps reflecting a conflict between the academic detachment demanded for a PhD thesis and an underlying sympathy for the standard radical view. His analysis leads him to some sensible judgments about the complexity of CDP's relationships

with local and central government, and about the political naivety of much CDP-radical pamphletizing. But in other respects his book sustains the myth.

One example is the title, which is absurdly romantic - the projects never were "the community", and the workers never even believed they were. Another example is the author's reiteration of the cliché that CDP was "set up on the basis of social pathology notions of poverty, which essentially blamed the poor for their plight". Loney's own evidence shows this to be a distortion. It is true that the phrase "personal inadequacy" appeared, alongside "ill-fortune", as an explanation for poverty in the first draft report to Ministers in 1968, and there were several early references to "cycles of deprivation". But the official statement launching CDP contained many other threads: concern with the co-ordination of local services, a proposal to create inter-service teams, the use of community work concepts and methods, and above all the idea of experiment and research into innovative methods of "tackling the problems of social welfare".

In discussing the line that the CDP workers were converted to radicalism by their experience, Loney is more circumspect. He shows that the teams always contained a mixture, including "classical community workers" and "academics" as well as radical activists, and he reports that some CDP staff

objected to what they saw as "the attempt to portray the transition from a social pathology approach to a structural approach as a process of 'learning on the ground'".

Nevertheless, the dominant public voice of CDP certainly became increasingly radical in tone, as he shows. The state (and that included Labour Ministers, Home Office civil servants and local councillors) was attacked as capitalism's servant. The problems of deprived areas were portrayed as inevitable results of the capitalist drive for profits, soluble only by thoroughgoing socialist measures including "vastly increased government intervention in the market". It is not surprising that some civil servants and elected representatives came to wish that CDP had never been invented. Such questions are always difficult to answer. For my own part, I think the CDP radicals did have some influence on the rest of us: they helped to change the terms of the debate. But that is no excuse for canonizing them. As Loney says, there has been "a tendency to exaggerate the importance of the CDPs and the originality of their contribution".

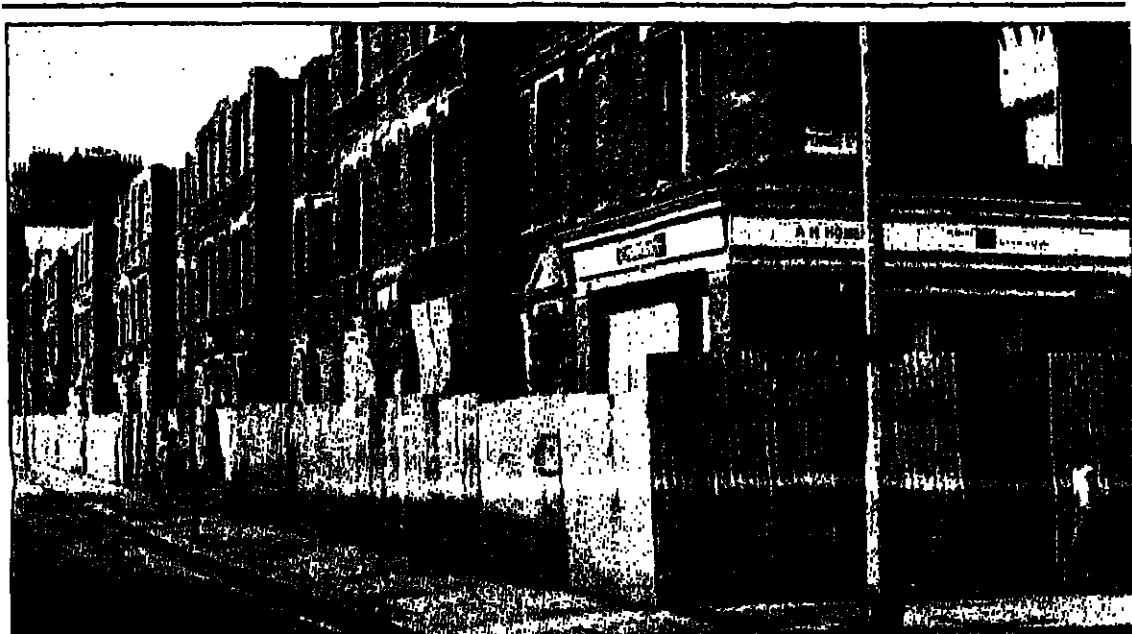
As Loney says, there was no possibility that the CDP analysis - or the proposed remedies - would carry the day. They challenged the assumptions of virtually all politicians and civil servants, and incidentally of the great majority of the electorate; they were set much too far outside the framework of policy consensus. Loney may, however, also be right when he argues that CDP publications like *The Costs of Industrial Change* and *Canning Town to Woolwich: the aims of industry?* helped to turn the debate about inner city problems towards a

structural explanation. As unemployment increased during the early 1970s, and as the loss of jobs from inner areas became more apparent, there obviously was a growing recognition that inner city deprivation was caused primarily by industrial decline and the movement out of more prosperous workers. The inner area studies and the subsequent White Paper (1977) accepted the structural argument, in the sense that they recognised that the problems of inner areas reflected long-term economic changes and could not be resolved inside the areas themselves. How far did CDP help that recognition along? How far would it have happened anyway, as it became clear that the circumstances were different from those of the late 1960s?

Such questions are always difficult to answer. For my own part, I think the CDP radicals did have some influence on the rest of us: they helped to change the terms of the debate. But that is no excuse for canonizing them. As Loney says, there has been "a tendency to exaggerate the importance of the CDPs and the originality of their contribution".

Peter Willmott

Peter Willmott is currently working at the Policy Studies Institute on the relevance of "community" to public policy.



Blighted housing in Southwark, a picture from a Community Development Project publication, *Gilding the Ghetto: the state and poverty experiments* (1977).

The urban problem

The Making of Community Work by David N. Thomas
Allen & Unwin, £18.00 and £7.95
ISBN 0 04 361051 X and 361052 8

To some people, the image of community work is still that of long-haired students trying to stir up revolution in the inner city. Far from it. In my experience, it is more likely to be middle-aged, full-time workers doing the mundane tasks of door-knocking, running play schemes and trying to prevent the closure of the local post office.

The confusion stems partly from the absence of substantial studies about community work. David Thomas now does much to remedy this lack with his wide-ranging review. He identifies its origins in community centre wardens and its postwar development within the settings of education and social work. Further spurts came with the injection of government money into Community Development Projects and the backing of several charities, particularly the Gulbenkian Foundation. Nevertheless, by the end of the 1970s the number of full-time community workers was probably still in the hundreds rather than thousands.

So what is community work? Thomas takes a long time to decide. After arguing that community work is not, he approaches the question by describing what the workers try to achieve. They enable local groups to obtain resources from statutory bodies. They develop local capacity to participate in decision-making. They encourage social development, that is they promote local networks and neigh-

bourhood movements in order to improve the quality of community life. Thus by the middle of the book, the author is able to conclude that,

"Community work is a mode of intervention whose purpose is to start and sustain community and administrative activity where this has not happened spontaneously (page 124).

Having identified community work, David Thomas comments on its effectiveness. It is not, he wryly points out, the force which will "crack the urban problem" - as well, of course, as eliminate poverty and disadvantage, restore civil and welfare rights and reform local and central government. But the evidence does suggest that community workers, with little in the way of resources, have drawn vulnerable members of society into campaigns which have improved their housing, leisure and environmental conditions.

Community work is now established as a useful occupation and the author anticipates further expansion. Within education, he reckons that community workers will be involved in action against government cuts. Simultaneously, they will form a link between disadvantaged communities and schools so that the latter become more accessible to and relevant to residents. They will be in the thick of the struggle against job losses and in schemes of job creation. I would add that social service departments will increasingly draw upon community work expertise as they develop neighbourhood "patch" systems as the means of delivering services. Likewise, the national voluntary child care agencies are drawing upon community skills as they promote family centres in order to help children in their own neighbourhoods.

But community work does face some major difficulties. First, as David Thomas points out, the tenure of community workers is often insecure.

Statutory and voluntary bodies have failed to see that "the difficulties facing many communities cannot be resolved simply by parachuting in a couple of community workers for three years". The result has been the "tyranny of the short-term" with promising projects folding up after a few years. Community work requires long-term commitment from its sponsors as well as from its practitioners.

Second, management has not always served community work well. The explanation, no doubt, is that few managers have had experience of community work and they attempt to impose bureaucratic systems from other spheres. The challenge to management is to devise structures which make community workers accountable to their agencies and yet frees them to utilize their own talents and personalities.

David Thomas has drawn his information from the literature, interviews with experts, reports from practitioners, attendance at conferences and participation in study groups. The outcome is a valuable, exhaustive and comprehensive study. The major shortcoming is that he devoted less attention to the views of consumers, of residents, of people who were at the receiving end. As a practitioner, I regard their evaluation of my work as more important than any other judgment. Further, I believe that many more community workers could be recruited from their ranks. I hope that community work will not now aspire to be a profession whose practice is restricted to a qualified elite. Rather, it should be an open occupation which values the trained and qualified outsider without inhibiting the untrained but skilled indigenous worker.

Robert Holman

Dr Robert Holman is team leader with the Southdown Community Project.

Heinemann

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From the hero-villain of 19th century social reform, Sir Edwin Chadwick, to the working class tribune and creator of the NHS, Aneurin Bevan, are ranged the great figures of British social history. John Chamberlain, Lloyd George, Ebenezer Howard, the Webbs, Eleanor Rathbone, William Beveridge, and others. Each chapter presents an authoritative account of its subject, and the book is introduced by ASA Briggs with a conclusion by David Donnison. June issued about £12.50 paper about £4.50

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The Outcome of Adoption and Residential Care of Children
JOHN TRISSELIOTIS and JAMES RUSSELL, University of Edinburgh
This study of adopted children and children brought up in care presents important new findings for social administrators, social workers, and other professional groups involved in the care of children. The study focuses on disadvantaged children and reinforces the view that separating children from their natural parents should be a last resort. It concludes that not enough emphasis is given to preventative work with families and that there is a need for a policy towards them. June issued about £18.50 ESP/CHSS Studies in Deprivation and Disadvantage 13

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BOOKS

SOCIAL ADMINISTRATION

Becoming disabled

Disability and Disadvantage: the consequences of chronic illness
by David Locker
Tavistock, £7.50
ISBN 0 422 78740 X

There is nothing new in the observation that people with disabilities are considerably disadvantaged, whether in their employment opportunities, income, housing or health care. Research has repeatedly measured the extent of this disadvantage and, very occasionally, policy makers have been moved to attempt to remedy some aspect of it. Yet, as David Locker points out in this new book, most studies have concerned themselves with the outcomes of disability. There has been little exploration of the behavioural, social and cultural processes by which impairment is translated into handicap. Drawing on the detailed accounts of 24 adults suffering from rheumatoid arthritis Locker attempts to redress this imbalance.

The book is essentially a sociological examination of the adaptations adults with disabilities make to their thinking, their everyday lives and their environment to enable them both to come to terms with their impairments and to moderate their impact. In addition, Locker explores how other people's attitudes and behaviour can influence the extent to which respondents are handicapped.

The chapters about living with rheumatoid arthritis and about medication and therapeutic intervention are the most satisfying; certainly they best achieve Locker's original aims. Extensive and well chosen reports are combined with elegant analysis, which will not lose the interest of even a non-specialist reader. The section on the communication of information reveals both how little some of the respondents seemed to know about their condition and its treatment and how confused some became when receiving advice, often conflicting, from a variety of sources.

Discussion of respondents' understanding of the aetiology of rheumatoid arthritis is tantalisingly brief. Similarly, given conventional medicine's inability to do more than moderate the symptoms of the condition, more exploration of attitudes to, and experience of, alternative treatment

Surgery hours

Rethinking General Practice: dilemmas in primary medical care
by Margaret Jefferys and Hennie Sachs
Tavistock, £7.50
ISBN 0 422 78630 6

This account of the growth and development of five general practices sharing a health centre in North London throughout the 1970s is based upon a research project carried out by the Social Research Unit at Bedford College.

It aimed initially at assessing the impact of the opening of the centre in 1972 on both staff and patients, but this aim was poorly realized, mainly because of a dearth of information about the practices before their move to the centre. Instead, the book offers a richly detailed, sensitive and perceptive account of how the doctors, nurses, social workers, receptionists and patients perceived their own and each others' roles, and how those perceptions influenced the organization of the practices and the behaviour of those who worked in them.

The study, which is informed by a sharp understanding of the sociology of small organizations and the state of general practice in the 1970s, used a variety of methods throughout the period of the investigation, including traditional social science techniques



A disabled woman trying to use a conventional public telephone box.

and management would have been welcome.

Detailed information in the chapter on social relationships and family life is of special interest in the light of the current emphasis on family care for dependent people. Not all of Locker's respondents had families who could take on responsibility for their care but even those who did not necessarily wish their family to be so burdened. Conversely, the needs of other family members often seemed to impose burdens on the respondents themselves. Single people, supported to a greater or lesser extent by statutory services, could put their own needs first. Those with families, however, had the same responsibilities and obligations towards them as they had before they acquired disabilities.

Other chapters assess detailed information on the practical problems of everyday life, work and income, and dealings with the welfare bureaucracy. Although in the final analysis an academic sociologist's exploration of disability, this book, clearly and interestingly written, merits a wide audience including medical practitioners. It is a useful contribution to the sparse British literature on physical disablement in adults.

Gillian Parker

Gillian Parker is research fellow in the Social Policy Research Unit at the University of York.

Claims and benefits

Poverty and Incentives: the economics of Social Security
by Richard Hemming
Oxford University Press, £15.00 and £5.95
ISBN 0 19 877164 9 and 877165 7

How can the poorest members of a society be helped, without making the problem much worse by harming incentives?

Britain now relies on a system of social security that is perhaps the most complex in the world. In *Poverty and Incentives*, Richard Hemming provides a fresh analysis of the current system from the point of view of the professional economist. Much of the book is necessarily occupied with the difficult task of describing the intricacies of the personal tax and income transfer system. But his main objective is to assess the performance of the system, taking as his criteria that it should eliminate poverty, and should do so in the most efficient way possible. The author generally regards a policy as good if it reduces the number of those dependent on (or eligible for) means-tested benefits, and does so without also helping those judged not to be in need, and without harming incentives to work.

Judgments about incentives are not based on observations of actual behaviour but on calculations of implied "marginal tax rates" and "replacement rates". The former is the proportion of an extra £1 of income which is directly taken in tax and lost in withdrawal of benefits, while the latter is (very loosely) the extent to which net income in work is replaced by contingency and means-tested benefits. Hemming reviews the evidence suggesting that replacement rates are now much lower than in the 1960s, that about three quarters of the population face rates less than 80 per cent, and that very few face rates of over 100 per cent. He also points out that such rates provide only one element of a complete analysis of the "decision" to become or remain unemployed. However, he places great emphasis on the "poverty trap" for those in employment, created by very high marginal tax rates at lower income levels.

It is actually very difficult to devise a feasible tax/transfer system without high marginal rates at the lower end, and very little is really known about the numbers and labour market decisions of those in the income ranges "theoretically" in the poverty trap. Hemming places much emphasis on poverty, and a long chapter is devoted to reviewing measures of poverty in Britain. It has become conventional to measure poverty by the number of

people with incomes below the long-term supplementary benefit (SB) rate, or by the total amount of money needed to bring those people up to the SB rate, or by some combination of the two. The measures are therefore based essentially on the extent to which a minority of people are eligible for means-tested benefits. Hemming argues that "official" poverty levels should be used because they are held to reflect society's views about the aims of social policy. But the measures do not really reflect the "performance" of the social security system, can increase simply when a government decides to increase benefits relative to average earnings, and cannot be reduced by general growth in living standards.

It may reasonably be asked whether this approach has outlived its usefulness. Attitudes to poverty usually depend on other peoples' perceptions of its causes. For example, a state system of support for the unemployed was not started until unemployment was widely recognized as a "problem of the state", rather than of individual failure, a highly independent society. Disentangling cause and effect here is of course notoriously difficult, but analysis really requires much more detailed information (covering a long period) about individuals' circumstances than is usually available.

The remainder of the book discusses particular aspects of the system. Difficult problems are raised by housing costs and benefits for dependants, especially children. The former is complicated by the enormous dispersion in the "price" of housing in Britain, so that such costs cannot easily be met by a straightforward addition to benefits. The author argues that the solution requires general reform of the housing market (especially the tax advantages of owner occupation, although these may simply have resulted in higher prices), and supports a unified housing benefit scheme with two rates at which benefits "taper off" as income increases. The treatment of children is given much detailed attention; the author would abolish Family Income Supplement, and replace it with higher (taxable) child benefits, financed mainly by abolishing the married man's tax allowance. It is surprising that there is no discussion of population policy, and no mention of the possibility that the number and timing of children may be a matter of choice. These issues are fundamental, but very sensitive.

There is a brief analysis of the new state pension scheme which began in 1978. Judged by its ability to eliminate poverty among the aged, the author regards the new scheme as an unmitigated failure. He is critical of the existence of the earnings-related component, the "twenty best years" rule to calculate pensionable earnings, the very favourable treatment of women, and the contracting out regulations (involving tax advantages to the private pension industry).

When discussing general approaches to social security reform, Hemming recommends a course between two systems which are based on two missed opportunities. Given that the leading edge of the crisis of the welfare state is economic, and the dominant neo-liberal strategy is privatization, it is remarkable that so little attention is paid to either the structural origins of contemporary problems or to the politico-economic consequences of an increased reliance on the private sector. Despite this there are individual contributions of considerable merit and nearly all the papers have something interesting to say.

John Creedy

John Creedy is professor of economics at the University of Durham.

Phyllis Willmott and Susan Mayne are authors of a recent contribution to the series "Occasional Papers on Social Administration", published by Bedford Square Press. Their book, *Families at the Centre*, is a study of seven projects aimed at helping poor families. The book costs £5.25.

BOOKS

SOCIAL ADMINISTRATION

Crisis of confidence

The Welfare State in Crisis: social thought and social change
by Ramesh Mishra
Wheatseaf, £15.95 and £4.95
ISBN 0 7108 0240 4 and 0247 1

The welfare state is having an anxious time. Everybody is talking about it. Most people have written a book about it.

Ramesh Mishra's is not about the practical problems faced by the welfare state - the inertial resistance to change in massive and aging institutions, or the remorseless increase in budgets. Nor does he discuss what it has achieved, and failed to achieve, in the way of greater equality. He is concerned with the place of welfare in society, and with the people's perception of that role. The crisis is one of confidence.

The views of the new right have only recently spread to the common room from the saloon bar. Since they consist largely of Great Theoretical Truths which are in direct contradiction with

Picking up the pieces

Social Policy and Social Welfare: a reader
edited by Martin Loney, David Boswell and John Clarke
Open University Press, £5.95
ISBN 0 335 10408 8

It is hardly surprising that the dissolution of the political consensus on the welfare state in Britain has had an unsettling effect on the discipline of social administration.

For years students and practitioners alike have been able to ignore the necessity of constructing a theoretical base in concocting their mixture of empiricism, pragmatism and morality. But the political challenge of the new right, and the intellectual challenge of the new left have left the conventional wisdoms of the discipline in a sorry state.

Much of this volume is an attempt from the radical edge of the mainstream to pick up the pieces. A book of readings which tried to capture the full range of contemporary debate could not omit, as this book has done, the new political economy of both right and left, monetarism and Marxism. But much more generous contingency payments (of the so-called "Back to Beveridge" lobby), and those which are based on fully integrated tax and benefit systems (such as variants of negative income tax schemes). The concluding chapter contains many proposals for "incremental" changes to the current system, in addition to those mentioned above. These include giving the long-term supplementary benefit rate to the long-term unemployed, improving benefits for the disabled, eliminating employee's National Insurance contributions (and later employers' contributions), indexing benefits to earnings, and abolishing the age allowance. However, in the end it is worth remembering that a system of income transfers is only one way of helping the poor, and cannot by itself solve the "poverty problem". Additional (or alternative) policies must be pursued to improve, for example, education, health, the labour market, and housing standards.

All but five of the 18 papers in this book were specially commissioned, so that the lack of both coherence and representativeness must be counted as two missed opportunities. Given that the leading edge of the crisis of the welfare state is economic, and the dominant neo-liberal strategy is privatization, it is remarkable that so little attention is paid to either the structural origins of contemporary problems or to the politico-economic consequences of an increased reliance on the private sector. Despite this there are individual contributions of considerable merit and nearly all the papers have something interesting to say.

The book is divided into four sections concerned with putting the welfare state into perspective, the relationship between theory and practice, planning and the distribution of resources, and "contemporary issues". Of these the third is the most orthodox and textbookish, with scarcely any reference to fundamental political issues, but it does contain useful recent material, and the only paper in the book which admits the existence of welfare states with similar economic problems.

The first and second sections over

the facts of the real world, they do not take long to dispose of. Logically, though their popularity and influence cannot be taken so lightly. In contrast, the new left offers a sophisticated and complex theory almost exclusively subscribed to by academics. It is extremely useful as a critique of the present system. But it offers neither improvements to this world, nor a realistic plan for a better one.

The present welfare state has been found wanting in an era of stagnation, and its critics from left and right have each been encouraged by the success of the other. Mishra believes that the drawbacks of the right's solution would become apparent so soon that it could not progress far before its popular appeal evaporated. Let's hope he is correct, though it would be unwise to be complacent. But the centre-left is so preoccupied with the defence of the welfare status quo that it cannot concentrate on constructing essential improvements.

To fill the theoretical vacuum, Ramesh Mishra offers a democratic corporate state in which the economic and social elements of welfare have been integrated, not treated as separate policy areas. This implies a permanent "social contract" in which capital and labour voluntarily agree the way forward, bargaining wage stability for full employment, welfare for productivity, and so on. Austria and Sweden are described as successful examples of this ideal, and if the description is accurate, they may be better off than we are. But it is all very well telling us to agree. What happens if we don't? One may suspect that the cosy consensus on fair shares is of the "power station" type - the rich retain their

power, while the poor keep their station.

This work has been chosen as a set book for an Open University course, and will therefore be widely and carefully read. It provides good coverage of the width of the field, although Mishra adopts a conscious middle-of-the-road which lacks conviction. And, like many discussions of its kind, this concentrates on what people think, with a disturbing lack of analysis, empirical or otherwise, of the actual outcome of social policies.

The reader will not be left with the impression that "the answer" has been found. That is not to say that there are not many useful points. In particular, Mishra's sponsorship of a welfare system "integrated" with other aspects of the social and economic structure, instead of being "differentiated" as a separate (and therefore subsidiary) system, is valid - with or without his advocacy of corporatism. As he points out, welfare institutions which serve all, or almost all, citizens, such as the NHS or education network, have not shared the obloquy heaped on social security benefits perceived as "hand-outs" to the poor. Perhaps the fiscal system would become more acceptable to everyone - payers and payees alike - if it could be arranged on the assumption that a share in the national income was as fundamental and universal a right as participation in elections, freedom of speech and liberty of the person.

Richard Berthoud

Richard Berthoud is senior research fellow at the Policy Studies Institute.

Alan Cawson is lecturer in politics at the University of Sussex.

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Closing date: 24 February 1984.

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Salary Scale: £10,682-£15,744

For further information and application forms, please contact the Director of Research, Manchester Polytechnic, Oxford Road, Manchester M13 9PL.

Closing date: 24 February 1984.

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Closing date: 24 February 1984.

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(S.G. 11 = \$32.99 approximately)

The commencing salary will depend on the candidate's qualifications, experience and the level of appointment offered.

Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member and the University are each required to contribute to the present rate of 2% of his salary, the staff member's contribution being subject to a maximum of \$920 a month. The sum standing to the staff member's credit in the Fund may be withdrawn when he leaves Singapore/Malaysia permanently. Other benefits include: a gratuity allowance of \$81,000 or \$92,000, subsidised housing, education allowance in respect of children's education subject to a maximum of \$912,000 per annum, passage assistance and baggage allowances.

Application forms and further information may be obtained from the Director of Personnel, National University of Singapore, Kent Ridge, Singapore 0511.

Closing date: 24 February 1984.

Salary: £10,682-13,443 p.a.

Details and application form from the Director, Industrial Relations, Polytechnic of Central London, Regent Street, London W1A 2AA.

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ADVISER IN TECHNICAL EXAMINATIONS ADMINISTRATION

And the Development of Technical Education at Craft Level

MALAWI

Duties: To administer the technical examinations unit; to co-ordinate and service the activities and responsibilities of Advisory and Moderating Committees; to liaise with City and Guilds with regard to assistance for new examination system.

Qualifications: Applicants aged 40-55 should be British citizens with a degree or equivalent in technical education and have experience in both the administration and practical elements of technical education and vocational training.

Experience of working with a technical examinations system in a developing country is desirable.

Appointment: 2 years. Salary (UK taxable) in accordance with qualifications and experience, plus a variable tax-free Foreign Service Allowance currently in range £1,655 pa-£3,545 pa depending on domestic circumstances. The post is wholly financed by the

British Government under Britain's programme of aid to developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention.

Completed applications must be received within 21 days of publication date.

For full details and application form please apply quoting reference AH310/PB/J stating post concerned and giving details of age, qualifications and experience to:

Appointments Officer, Overseas Development Administration, Room AH351, Abercrombie House, East Kilbride, Glasgow G75 8EA.

OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

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Administration

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